Technical Report 1271

Influence of the Officer Retention Resource Website on Attitudes and Retention Intentions

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14. ABSTRACT *(Maximum 200 words)*:

We developed and evaluated a website targeted at influencing key factors previously identified as important to company grade officers' retention decisions. Information collected from a series of focus groups conducted with officers guided the development of the website. We used a pre-test post-test control group design to evaluate the impact of having the opportunity to use the website. Officers in the treatment condition participated in group sessions featuring an orientation to the website. They subsequently had access to the website for about three months. Officers in the control group attended sessions where they participated in a structured group discussion of retention. Officers in both groups completed pre-surveys before the treatment was implemented and were invited to complete follow-up surveys three months later. After controlling for pre-survey scores and variables on which the treatment and control groups initially differed significantly, no statistically significant differences were observed between the control and treatment groups on the follow-up surveys. However, officers in the treatment condition who visited the website after the orientation subsequently had more favorable perceptions of their pay and benefits than those who did not. The limitations of this investigation are discussed. Recommendations for future initiatives to improve retention are made.

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Company grade officer retention, Officer retention website, Career continuance

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INFLUENCE OF THE OFFICER RETENTION RESOURCE WEBSITE ON ATTITUDES AND RETENTION INTENTIONS

EXECUTIVE SUMMARY

Research Requirement:

This report summarizes research carried out pursuant to the United States Army Research Institute for the Behavioral and Social Science's (ARI's) Contract # DASW01-03-D-0016-0024, under the auspices of its Personnel Assessment Research Unit (PARU). Retention of officers, primarily company grade officers at the rank of captain and major during years four through seven after commissioning, has again surfaced as a concern. In order for the Army to have an appropriate number of senior-level officers in the future, it is important that a minimum proportion of officers choose to remain in the active Army after the required Active Duty Service Obligation (ADSO) or to stay in active service until eligible to retire. In response to the need to improve retention among enlisted Soldiers and company grade officers, ARI instituted a research program entitled "Strategies to Enhance Retention" (code named "STAY"). The officer portion of the STAY program sought, over a three-year period, to improve the continuance of the Army's company grade officers. One purpose of the officer portion of STAY was to recommend, develop, and empirically evaluate interventions for improving the continuance of company grade commissioned officers. An overriding model of officer retention and a total of twenty-nine potential interventions were identified, and three of the interventions were chosen to be developed and evaluated during this three-year period. The purpose of this research was to develop and evaluate one of these interventions, a website devoted to issues relevant to company grade officer retention.

Procedure:

To identify key content areas for the website, we conducted a series of focus groups with company grade officers in 2007. We asked officers to provide feedback on topic ideas, discuss their likely use of the website, barriers to website use, and ideas for introducing the website. As the target content areas for the website were refined, we began identifying potential information to add to the Army's retention website by reviewing Army publications and existing internet resources. We sought feedback about the existing officer retention website that the Army had begun developing and about new content that we drafted to augment the site. As we began finalizing new content and delivering it to the Army, it became clear that the volume of content being developed would exceed the resources the Army had available to add it to an existing website that had existed at Human Resources Commmand for officers. PDRI consequently created a website for the evaluation initiative. The website offered a combination of unique, site-specific content and links to various military, government, and civilian websites. Topics covered by the website included (a) career information by branch, (b) military vs. civilian job comparisons, (c) educational opportunities, (d) installation information, (e) health, (f) deployment, (g) family, and (h) compensation and benefits.

To evaluate the impact of the website on officers' perceptions of the Army, attitudes, commitment, thoughts of leaving and career intentions, we used a pre-test post-test control group design. The treatment condition included an introduction to the website, followed by the

opportunity to use the website for about three months. This intervention provides a realistic simulation of making a resource available to company grade officers without requiring its use. Group sessions were held at four Army posts in the United States in May and June of 2008. Lieutenants and captains were scheduled to participate in sessions by Army points of contact. We randomly assigned sessions to either the treatment or control condition. In both the treatment and control sessions, we asked officers to complete baseline pre-surveys. The surveys measured variables that we had identified as playing important roles in officers' retention decision processes and included in the preliminary model of company grade officer retention. After completing the pre-survey, officers in the treatment sessions were given an orientation to the website and officers in the control sessions participated in a group discussion of retention. At the end of the treatment session, officers were asked to complete a brief survey about their initial reactions to the website. About three months later, officers in the control and treatment sessions were contacted by email and invited to complete a follow-up survey.

Findings:

A series of hierarchical regression analyses were used to analyze the data. For each analysis, we used the pre-survey perceptions as a covariate when testing the follow-up survey variables for differences. Variables on which there were significant differences between the control and treatment conditions on the pre-survey also were used as covariates in the analyses. No statistically significant differences were observed between the control and treatment groups on the follow-up survey. Providing company grade officers with information about the website and the opportunity to use it on their own time did not affect (1) their perceptions of the Army context, (2) their evaluations of the Army context, (3) their commitment to the Army, (4) their thoughts of leaving, or (5) their career intentions. On the other hand, officers in the treatment condition who visited the website after the orientation subsequently had more favorable perceptions of their pay and benefits than those who did not. Data from a small number of company grade officers, therefore, provided some encouraging evidence that use of a website tailored to the interests and needs of company grade officers may have the potential to influence some variables expected to be part of their retention decision processes.

Utilization and Dissemination of Findings:

Results suggested that a retention website such as the one we designed may have the potential to have a positive impact on the retention-related attitudes of at least some company grade officers. Because of the small sample sizes and limited amount of time available for this study, we recommend a larger-scale evaluation study for this website that introduces more officers to the website and allows them to access it over a longer period of time than three months (six months would be a more appropriate interval). We recommend adding more features to the website (e.g., discussion groups, mentor network, additional civilian job comparisons) and making it widely available. The website rollout will require a publicity campaign to make officers aware of its existence both initially and to remind them later. After the website has been available for six months to a year, an evaluation study could be conducted by adding website-

specific questions to the Survey of Officer Careers (SOC). Questions would include (a) how many times have you visited the website, (b) what features of the website have you used, (c) satisfaction with different website features, and (d) how has each feature impacted relevant attitudes. Results would help determine if the website should continue to be maintained and updated.

INFLUENCE OF THE OFFICER RETENTION RESOURCE
WEBSITE ON ATTITUDES AND RETENTION INTENTIONS

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Introduction

To fulfill its missions, the United States (U.S.) Army must meet its personnel needs. Individuals who have developed or can develop the qualities needed for high job performance and organizational effectiveness are needed to join the Army and stay with the Army for significant periods of time. Through the ROTC and USMA scholarship programs, the Army heavily invests in the development and commissioning of high quality company grade officers. When officers leave early in their careers, the Army does not receive a satisfactory return on this investment. Of greater concern, lower than desired retention rates can leave the Army shorthanded and hampers its ability to fulfill missions. In order for the Army to have an appropriate number of higher-level officers in the future, it is important that a minimum proportion of officers choose to remain in the active Army after the required Active Duty Service Obligation (ADSO) or to stay in active service until retirement.

Multiple factors are likely to contribute to decisions to leave the Army, including individual difference factors, the changing nature of the military organization and its missions, reduction in the career fields available to officers due to the conversion of some military functions to the civilian workforce, economic factors, societal changes with respect to work-family goals and responsibilities, and the high activity levels and stresses associated with America's ongoing global war on terrorism. Problems retaining officers may become an even greater risk to Army effectiveness as the Army expands and moves toward a future force of officers who must have and maintain strong levels of motivation and capabilities for service performance. The Army needs practices and prevention strategies that address the full complexity of the retention issue.

In response to the need to improve retention among enlisted Soldiers and company grade officers, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) instituted a research program entitled "Strategies to Enhance Retention" (STAY). The officer portion of the STAY program seeks, over a three-year period, to improve the continuance of the Army's company grade officers. In this program, "company grade officers" are commissioned officers (principally, lieutenants and captains) in their first obligation who are part of the Active Army, Army Reserves, and National Guard.

One purpose of the officer portion of STAY was to recommend, develop, and empirically evaluate interventions for improving the continuance of company grade commissioned officers. This report describes the development and evaluation of one of these interventions – the Officer Retention Resource Website.

Selection of Interventions

The first year of the officer portion of STAY was devoted to developing an understanding of officers' retention decision processes. On the basis of focus groups with company grade officers, interviews with field grade officers, interviews with other subject matter experts (SMEs) in one or more areas relevant to the career cycle of officers, and literature review, Personnel Decisions Research Institutes (PDRI) research scientists and their colleagues developed a preliminary model of officer retention (Schneider, Johnson, Cullen, Weiss, Ilgen, & Borman, 2006). In addition, a large number of potential interventions for improving officer retention rates were identified (Mael, Quintela, & Johnson, 2006). Each intervention was designed to address the

possibility of increasing retention in relation to one or more aspects of the conceptual model. The interventions included direct efforts aimed at influencing the individual's decision process by making a case for staying versus other alternatives, as well as indirect efforts designed to change the conditions under which the officer is working and living.

On the basis of an evaluation of each intervention's likelihood of impacting retention and feasibility of implementation, we chose 13 potential interventions on which to focus further attention with the goal of choosing three "best bet" interventions for development, implementation, and evaluation. The criteria used to define a best bet intervention were: (a) the intervention should support the testing and refinement of the preliminary continuance model (Schneider et al., 2006); (b) there must be strong evidence from our research that the intervention is very likely to increase company grade officer continuance; (c) there should be a practical and valid way of evaluating the effectiveness of the intervention; (d) the intervention should be cost-effective, in that the potential benefits far outweigh the cost; (e) some interventions may already be planned for implementation, in which case we should take advantage of that opportunity, if possible; (f) an intervention that is of particular interest to someone who is in a position to implement it (e.g., Brigade CO) would be favored; (g) the intervention should have the potential to be used Army-wide; and (h) the best interventions for this study would be practical to implement at the brigade level and below. No intervention was expected to meet all of these criteria, but the most promising interventions met a greater number of them.

We then organized a Retention Strategies Working Group (RSWG) composed of three Colonels, four current or former Lieutenant Colonels, and one Major, all of whom had interest in and experience with officer retention issues. We conducted a meeting with the RSWG to present the potential interventions to the group and get their opinions on (a) the likely impact of each intervention, (b) the feasibility of implementing each intervention, and (c) any changes that needed to be made to any interventions. During this meeting, we chose a small set of tentative best bet interventions that could be piloted in a relatively short time, have a meaningful impact, and were cost effective.

Following this meeting, we met with 19 Majors attending the Command and General Staff College School of Advanced Military Studies (CGSC SAMS) course at Ft. Leavenworth. Over two sessions, we presented our ideas for the best bet interventions, as well as other potential interventions, and elicited their opinions on them. Based on their feedback, we adjusted the planned interventions and selected three that were practical and had potential for short-term impact. They were (a) retention counseling training for company and battalion commanders, (b) a website devoted to issues relevant to company grade officer retention, and (c) a video featuring interviews with former officers to present their perspective.

The purpose of the company grade officer retention website was to improve career continuance by helping officers find relevant information throughout their early career, but especially when they are thinking about leaving the Army. Relevant information included facts that (a) address information gaps, (b) help officers perform a realistic cost-benefit analysis regarding Army vs. civilian life/career, and (c) reframe and broaden perspectives on Army life. It is undoubtedly important for commanding officers (COs) to be actively involved in the decision-making process of their company grade officers (i.e., presenting the case for continuing as an officer), but a CO cannot be expected to be involved with every aspect of the decision-making

process for all officers under his/her command. It therefore makes sense to have a resource that is directly accessible by, and speaks directly to, the officer.

This website intervention was, in part, initially selected to support an existing Human Resources Command (HRC) initiative to develop an officer retention website. The RSWG recommended this intervention due its feasibility, potential impact, and support of an intervention that was already underway. Following that meeting, ARI and PDRI determined that this would be one of our best-bet interventions. We also presented it as a potential intervention to Majors at CGSC SAMS, who reacted enthusiastically to it. Thus, although many on-line resources already existed for Army personnel, there was a lot of support for developing a website designed for officers making retention decisions. One of the three interventions we, therefore, planned and evaluated was a website targeted at providing information relevant to officers career retention decision processes. We initially focused on creating new content for HRC to incorporate into the officer retention website it was creating on s1net.

Website Development

The development of new content for the retention website began with the identification of key facts and features to include. Preliminary ideas were (a) civilian life videos, (b) factual information, (c) a quiz demonstrating inaccurate perceptions, (d) mentor-protégé matching features, and (e) rebuttals to headhunters (Johnson, Schneider, Mael & Alonso, 2006). We conducted focus groups with company grade officers and interviews with field grade officers (primarily Brigade and Battalion Commanders) at Fort Hood in February, 2007 in order to collect information relevant to all of the selected best bet interventions. Questions related to the website information focused on uncovering facts about Army or civilian life that influenced retention decisions, corrected initial misperceptions about the Army, were challenging to find, or were related to headhunters' recruitment efforts. Participating officers were asked to share their opinions about the intervention, including whether it would help increase retention rates, obstacles that would need to be overcome in implementing the intervention, and changes that were needed to make the proposed intervention more effective.

The information gathered during this data collection effort, as well as insights gained from the series of focus groups and interviews conducted at Fort Bragg, Fort Hood, Fort Riley, and Fort Lewis during the spring and summer of 2006, were used to create a preliminary list of topic areas for the website. This list was shared with Lieutenants and Captains who met in focus groups at Fort Riley and Fort Carson in May and June of 2007. Participants were asked to provide feedback on the topics, as well as to discuss their likely use of the website, barriers to website use, and ideas for introducing the website. Although we conducted focus groups only at posts participating in FORSCOM umbrella weeks (when troops are made available to support research initiatives), we were able to obtain systematically input from both Lieutenants and Captains. The information gathered reflected the views of both men and women, individuals of diverse ethnic backgrounds, officers serving in different branches, and officers who received their commissions from different sources. We used the information collected to revise the planned content of the website.

As the target content areas for the website were refined, we began identifying potential sources of information to add to the Army's retention website that was hosted on s1net. Both

Army publications and internet resources were examined. We used two approaches to investigate information presented on the internet: (a) large websites devoted to supporting U.S. military personnel were reviewed, and (b) the revised list of topics was used to search the internet. Results of these investigations, including key website addresses (url's), notes about content, and ratings of websites' content and navigation made by PDRI researchers, were catalogued in a spreadsheet.

Based on the results of the focus groups and the initial identification of information sources, we selected military vs. civilian comparisons as a key topic area with which to test the process of developing and adding content to the Army's website. Officers expressed interest in seeing comparisons of military and civilian jobs tailored to their experience and skills, noting that many comparisons they saw were generic, designed for enlisted personnel, or did not take into consideration officers' tenure with the Army. Job postings were reviewed to identify roles using the skills required of an Infantry Captain. The role of an operations manager was selected as a comparable civilian position based on the similarity between the roles' job requirements. These military and civilian jobs were compared on a diverse array of tangible and intangible criteria in order to encourage officers to think broadly about what they valued and to help provide realistic views of civilian life.

This content was added to the retention website being developed, hosted, and supported by the Army on s1net. Prior to the addition of the sample military vs. civilian comparison, the s1net website presented preliminary content prepared by the Army's Officer retention branch. It was accessible to anyone authorized to use s1net. The process of adding the sample military vs. civilian comparison to the s1net website went smoothly and provided us with insight about how to organize and format the new material being prepared.

At this point, we sought feedback about the retention website hosted by the Army on s1net, including the recently added Infantry Captain vs. Operations Manager comparison. One-on-one sessions were held with officers at Fort Lewis in August, 2007. Officers were given a description of the s1net retention website and asked about their likely use of it, including how the procedures needed to access it would affect their willingness to visit it. Officers were then shown the s1net retention website, given the opportunity to review the website at their own pace, and invited to share their opinions as they browsed through it. We specifically sought feedback about the Infantry Captain vs. Operations Manager comparison, asking officers about the credibility, usefulness, and level of detail of the information provided. Officers also were asked about key features of the network where the retention website was situated (s1net), including layout, navigation, discussion boards, and knowledge posting (i.e., sharing documents by uploading them to the website). Input was also solicited about the proposed content topic areas. The information gathered was used to further refine the plan for new content.

By this point, the initiative to augment the existing retention website was primarily focused on factual information. The originally planned civilian videos had evolved into a separate intervention featuring interviews with former military officers (Mael, Alonso, Johnson, & Babin, 2009). Due to potential privacy problems, ARI decided that the recommended mentor-protégé matching feature should not be developed. The focus groups and interviews with officers yielded insufficient information about headhunters' tactics to develop effective rebuttals. Furthermore, talking to headhunters was not viewed by officers as one of the most valuable topic areas to

include on the website. The idea of using a quiz to help make officers aware of their misperceptions about Army life was discarded for several reasons. Officers expressed a preference for a direct, concise website. They were not interested in flashy graphics or video-based applications that might require longer load times. In addition, it was not clear that the s1net could implement a quiz. Finally, the discussions with the officers had surfaced few misperceptions that would be relevant to a broad audience. Therefore, we focused our efforts on developing new factual content for the website.

Using the previously catalogued information as a guide, we identified and organized additional information about benefits. This material was delivered to the Army in December, 2007.

Changes in HRC personnel, staffing shortages, and lack of information about the technical details of how s1net operated delayed the Army's addition of the new content to the s1net retention website. This presented a concern about HRC's ability to have the website ready in time for the first evaluation session. In addition, the format in which the material ultimately appeared on the website was unattractive and not easy to browse. Technical challenges made it difficult to display the material in a format that was easy to view and navigate. Based on this experience, we were concerned that the volume of material being prepared would exceed the Army's resources and would be ill-suited to the layout dictated by the s1net. Therefore, we recommended that PDRI host the website for the evaluation initiative. A separate, stand-alone website was created by PDRI to present the content developed for the intervention.

The overarching goal in designing the new website was to create a framework for presenting the large amount of content we developed in a well-organized and easy-to-navigate format. We retained some of the structure utilized in s1net, where each major topic is presented on a separate page or screen. For topics that were large in scope, we used a framework similar to an outline. An overview or home page for the topic was prepared with links to separate pages presenting more detailed information on each related, narrower, sub-topic. We were not able to support the interactive features of the s1net, such as knowledge posting and discussion boards. Although time constraints did not permit us to collect feedback on the design of the website, the website was created by an experienced software developer.

Website Content

The website offered a combination of unique, site-specific content and links to various military, government, and civilian websites. Topics covered by the website include (a) career information by branch, (b) military vs. civilian job comparisons, (c) educational opportunities, (d) installation information, (e) health, (f) deployment, (g) family, and (h) compensation and benefits. Screen shots of the website are included in Appendix A to provide examples of the website's content and layout.

A primary goal of the website was to serve as a one-stop shop for company grade officers to find information on Army life, allowing the search for information to be simplified and shortened. A key feature of the Officer Retention Resource Website is that the information included is tailored to officers, primarily those in their first Active Duty Service Obligation

(ADSO). The benefits, educational opportunities, career information, and military-civilian comparisons it covers are those relevant to company grade officers.

Expected Website Impact

The preliminary company grade officer retention model (Schneider et al., 2006) guided the design of the website and its evaluation. We expected the website to positively influence a number of the variables comprising the model. Key variables in this model and their relationships are shown in Figure 1. The model specifies taxonomies of the key variables. For example, the taxonomy of context evaluation variables includes perceived organizational support, job satisfaction, perceived family satisfaction/support, perceived career satisfaction/support, and Army identity salience. The company grade officer retention website should influence retention through several mechanisms.

First, many aspects of this website were intended to bring officers' perceptions of their organizational context more in line with reality. Additional access to information about career opportunities, benefits, and family resources should improve officers' perceptions of key aspects of Army context and, consequently, enhance context evaluation. Second, the website should help officers deal with critical events that occur in the life of an officer. The website included links to resources related to common critical events, such as starting a family or being deployed. Greater awareness of and access to resources that can help officers deal with a critical event should help to reduce the event's effect on thoughts of leaving. Finally, the website could also provide more accurate perceptions of life outside the Army, helping prevent thoughts of leaving from becoming intentions to leave.

Overall, the website should enhance officers' perceptions of the Army context and, in turn, improve officers' evaluation of the Army and increase their commitment to the Army. The perceived context variables most likely to be influenced by the website include aspects of officers' work characteristics, family satisfaction/support, and professional/career development.

More specifically, the two aspects of work characteristics that we anticipate will be influenced by the website are perceived pay and benefits and perceptions of deployment support. By helping officers become fully informed about their pay and benefits and providing them with examples of how they compare to those of potentially comparable civilian jobs, we expect the website will give officers more realistic expectations about their pay and benefits and be more satisfied with them. The website also may help reduce deployment-related stress by giving officers information and pointing them towards resources that would help officers prepare for and return from deployment. By providing officers with access to information and resources about coping with deployment, we anticipate the website will enhance officers' views of the Army's deployment support.
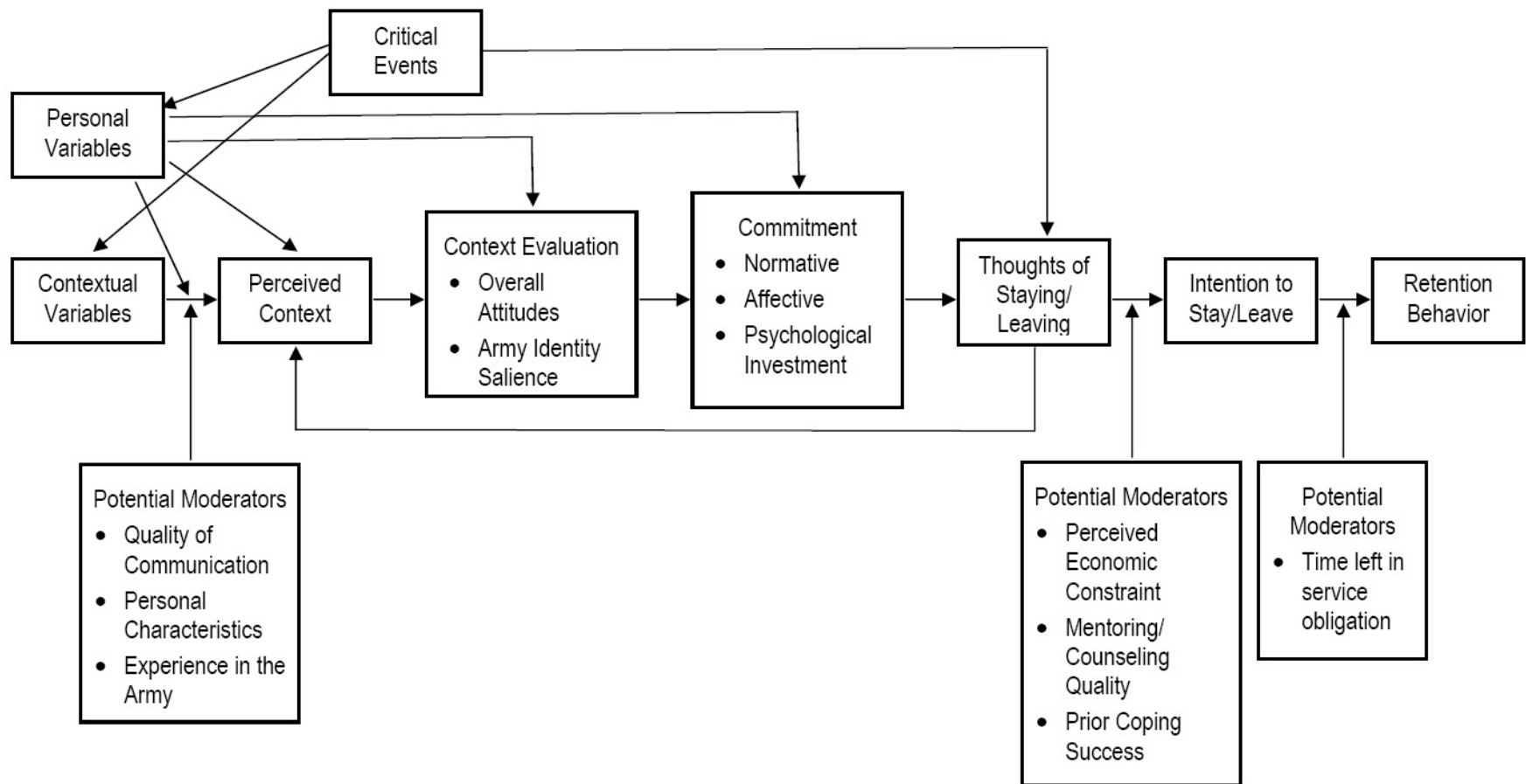
Figure 1. Preliminary company grade officer career continuance model.

Two variables representing the family satisfaction/support component of perceived context also are expected to be positively influenced by the website: (a) perceived family support/benefits and (b) spouse satisfaction. By providing information about benefits and resources available to spouses and family, the website should have a direct, positive impact on officers' perceptions of family support and benefits. Utilizing and applying the information about benefits and resources for family members and spouses should enhance spouse satisfaction.

Finally, all aspects of the professional/career development component of the perceived context taxonomy should be favorably affected by the website. By providing information about educational benefits and opportunities, as well as career information and opportunities, we expect the website will enhance officers' perceptions of the career development opportunities and support the Army provides.

More favorable perceptions of the context should result in more favorable evaluation of the context. Specifically, we expect the more favorable context perceptions resulting from the website will lead to greater family satisfaction, increased career satisfaction, stronger Army identity salience, and improved perceptions of organizational support. These gains in context evaluation variables should lead to increased commitment to the Army. Commitment is expected to be positively related to thoughts of staying, career intentions to stay, and retention behavior.

Method

Design

A pretest-posttest control group design was used to assess the impact of the website on officers' perceptions, attitudes, and retention intentions. The treatment condition included an introduction to the website, followed by the opportunity to use the website for about three months. This intervention provides a realistic simulation of making a resource available to company grade officers without requiring its use. Officers decide independently what content on the website to view and utilize to meet their own needs. The control group involved participation in a group discussion about factors influencing the retention of company grade officers. In the treatment and control conditions, officers completed pre- and follow-up surveys that measured their perceptions of the organizational context, their commitment, thoughts about leaving, and intentions to stay. For comparison purposes, some items on the surveys focused on perceptions that were not expected to be influenced by the website (e.g., unit morale, role ambiguity). Officers in the treatment condition provided their reactions to the website at two times: (a) immediately after being introduced to the website, and (b) at the time they completed the follow-up survey.

Procedure

Group sessions were scheduled at four Army posts in the United States. At three locations, data collection was arranged through the United States Army Training and Doctrine Command (TRADOC). At the fourth post, data collection occurred during a United States Army Forces Command (FORSCOM) umbrella week program. Lieutenants and Captains were scheduled to attend separate sessions. Groups were assigned to either the website (treatment) or discussion (control) condition.

Treatment Groups

At the beginning of each session, we provided an overview of the STAY project, the rationale for the group session, and a description of what officers would be asked to do during the session. Officers were then given *Privacy Act Statements* and asked to sign them to indicate their consent to participate in the initiative. Next, officers were asked if they were willing to be contacted in a few months to complete a follow-up survey. Those who were willing to be contacted were asked to provide their email addresses. A pre-survey was then administered.

After completing this paper-and-pencil survey, officers in treatment groups received an orientation to the website. The purpose of the website and its location were described. Major topics covered by the website were previewed and the process of registering to use the website was described. Officers were then shown the website. A brief paper-and-pencil survey was then administered to gather information about officers' immediate reactions to the website.

About three weeks after participating in an orientation session, officers who had provided email addresses were sent an email reminding them about the website. This email included the address for and a link to the website.

The follow-up survey was administered on-line by ARI. About eleven weeks after officers participated in an orientation session, they received an invitation to complete the follow-up survey. Invitations were sent by ARI to all participants who had provided a military email address either at the initial orientation or in a response to a request sent to those who originally gave a civilian email address. One week after officers were invited to complete the follow-up survey, they were sent a reminder email. A week later, two days before survey administration ended, officers received a second reminder email.

Control Groups

The procedures used for the control groups differed in several ways from those used for the treatment groups. First, after completing the pre-survey, officers in control groups participated in a discussion of factors influencing officer retention. They were not told about the website. Second, the immediate post-orientation survey assessing initial reactions to the website was not administered in the control groups. Third, after participating in a session, officers did not receive any email reminders until they were invited to complete the follow-up survey. Finally, the follow-up survey administered to the control groups did not include questions about the website.

Participants

A total of 258 officers completed the initial control ($n = 92$) and treatment group ($n = 166$) sessions. With the exception of one participant in the treatment condition, the officers provided email addresses, indicating their willingness to be contacted and invited to complete the follow-up survey. After the orientation sessions were held, we learned that administration of the follow-up survey required the use of military e-mail addresses. Sixteen participants, three in the control sessions and 13 in the treatment sessions, originally provided civilian e-mail addresses. We contacted these participants, explained the situation, and invited them to provide military email addresses. Of those contacted, two participants in the treatment condition responded and provided usable addresses. We therefore sent invitations to complete the follow-up survey to 89 officers in the control group and 155 officers in the treatment group. Two emails for officers in the control group proved to be undeliverable, resulting in 87 control group and 155 treatment group participants as a potential pool of respondents to the follow-up survey. Thirty-two officers in the control group and 37 officers in the treatment group accessed the follow-up survey, resulting in response rates of 36.7% for the control group and 23.9% for the treatment group.

A few of the immediate post-orientation surveys completed by officers at the end of treatment sessions could not be matched to pre-surveys. In addition, some of the follow-up surveys completed by control and treatment participants could not be matched to their pre-surveys. We relied on officers' responses to linking questions on each survey (further described in the next section) to match their responses to the three surveys. We could not match surveys if officers failed to respond completely to these questions or did not respond to them consistently. Some officers appear to have intentionally avoided providing accurate answers to all of the linking questions, suggesting concerns about being identified. Other officers provided responses to the linking questions, but their responses did not match across survey administrations. It is unclear if this was due to intentional distortion or simple mistakes made during survey completion. We could not match follow-up surveys to pre-surveys for six control group respondents and seven treatment group respondents. The final sample of participants with data

from all the survey administrations included 26 officers in the control condition and 30 officers in the treatment condition. This represents 28.3% and 18.1% of those initially participating in the control and treatment sessions, respectively.

To protect the officers' anonymity, survey data were not connected in any way to the e-mail addresses provided by officers or any other identifying information. Therefore, among the group of officers who did not have matching pre-survey and follow-up survey data, it is not known who (a) did not have the opportunity to take the follow-up survey, (b) responded to the follow-up survey, but provided insufficient matching data, or (c) decided not to complete the follow-up survey. Thus, we cannot investigate what factors, if any, were associated with non-response to the follow-up survey. We simply know that after eliminating individuals with potentially problematic data from the initial sessions from the data set, there were 65 control group participants and 132 treatment group participants with pre-survey data who did not have matching follow-up survey data. We considered data potentially problematic if there was insufficient information to confidently handle officers' pre-survey data. For example, several officers failed to provide sufficient distinguishing information to link their responses to the surveys they completed at the beginning (pre-survey) and end (immediate post-orientation survey) of the treatment session.

Measures

Pre-Survey

Officers in the control and treatment conditions completed the same paper-and-pencil survey at the beginning of their sessions. This pre-survey is included as Appendix B. The development of the survey was guided by the preliminary model of company grade officer retention (Schneider et al., 2006) and our expectations for the website. The major categories of variables assessed were (a) perceived Army context, (b) context evaluation, (c) commitment, (d) thoughts of staying, and (e) career intentions. These categories are described below. In addition, questions were asked about officers' health, their demographic background, and Army experiences. Finally, we asked several "linking" questions to generate the unique numbers used to match officers' responses to different surveys.

Before assessing the influence of the website on officers' attitudes and intentions, we performed analyses on the pre-survey data to evaluate and refine the measurement of each variable. These included a series of exploratory factor analyses to identify the structure construct space underlying officers' responses to the items and guide scale development. A separate factor analysis was performed for the major constructs, or categories of variables that the preliminary model of officer retention posited were multi-dimensional: (a) perceived Army context, (b) context evaluation, and (c) commitment. Responses from officers in the control and treatment conditions were analyzed together. We used maximum likelihood factor analysis with an oblique (direct oblimin) rotation because we expected officers' perceptions of different aspects of Army context to be interrelated. To gain information about the structure of officers' perceptions of Army context, we examined the structure matrices yielded by the factor analyses. Values in the structure matrices represented the correlations between the underlying factors and the observed variables.

In addition, internal consistency reliabilities (Cronbach's alphas) were computed for all scales and used to finalize measures. The internal consistency of the final version of all measures was greater than .70, indicating they all had at least acceptable reliability.

In the following sections, we review the concepts measured, provide an overview of the items and rating scales used to assess each variable, and summarize the results of the analyses used to finalize the measures. These analyses were not conducted with pilot data and could be considered part of the results of the investigation. We have opted to discuss these findings here in order to present all the information about the measurement of each variable in one location and avoid repetition in describing the measures.

Perceived Context. We selected items to measure eight aspects of perceived context that we expected to be influenced by the information provided on the officer retention website resource. These included three aspects of perceived family satisfaction/support (perceived spouse satisfaction, perceived family support/benefits, and perceived work-family conflict), two perceived work characteristics (perceived pay and benefits and perceived deployment support), and three dimensions of perceived professional/career development (perceived educational/training/development opportunities, perceived career advancement opportunities, and perceived career development support).

We also assessed two perceived context variables we did not expect to be affected by the website: (a) role ambiguity (a perceived work characteristic) and (b) unit morale. These items were included to permit evaluation of the extent to which the website created a placebo or Hawthorne effect, rather than actually influencing the expected variables.

When available, we selected or adapted items from previous Army surveys (e.g., SOC, SSMP). To minimize the length of surveys while achieving acceptable reliability, we used three items to assess most of the perceived context variables. We asked officers to respond to the perceived context items on a five point Likert-type scale. The scale anchors were 5 = *Excellent,* 4 = *Very Good,* 3 = *Good,* 2 = *Fair*, and 1 = *Poor*. Three questions asking about officers' perceptions of the support and benefits the Army offered to family members or spouses also included the response option *Not Applicable.*

In order to compare the perceptions of those for whom questions about spouses, boyfriends or girlfriends, and/or children were not applicable with those who rated them, we conducted factor analyses without and with these items. Without the items, the factor analysis yielded six eigenvalues greater than one. When the nine items pertinent to spouses or families were included, the factor analysis yielded nine eigenvalues greater than one. Examination of the results revealed that the ninth factor was difficult to interpret. All of the items were more strongly correlated with other factors. Consequently, we examined an eight-factor solution. We also subsequently dropped the item pertaining to work-family balance from the analyses because it correlated almost equally strongly (and modestly) with two factors.

Our results suggest two factors, rather than the three predicted, are needed to explain the variance associated with officers' perceptions of family satisfaction/support. One factor was defined by strong correlations with the three questions about Army benefits, programs, and support for spouses or family members and a more modest association with an item about spouse

satisfaction with career opportunities. Reliability analyses indicated the fourth item appreciably lowered the internal consistency of a measure based on these items. Therefore, we used three items to measure *Family Support/Benefits* (alpha = .83). Four items dealing with spouse/girlfriend/boyfriend support of officers' continuance in the Army, spouse/girlfriend/boyfriend satisfaction with the Army, and family adjustment to Army life were most strongly correlated with the same factor. These items were combined in a *Spouse/Family Satisfaction* measure (alpha = .83).

As expected, responses to items measuring perceived work characteristics appear to be driven by three factors. The two items about pre- and post-deployment support programs were strongly related to the same factor. Other items dealing with benefits (i.e., pay, housing, medical and dental benefits, life insurance) tended to be moderately correlated with the deployment support factor, but had even higher correlations with a second factor. Three items assessing role ambiguity were strongly related to a third factor. Overall, the pattern of results suggested the construct space of the perceived work characteristics we included in the survey is defined by three factors. We therefore created a *Deployment Support* scale (alpha = .92), a *Pay and Benefits* scale (alpha = .79), and a *Role Ambiguity* scale (alpha = .90)

Officers responded to three items about their unit. These items were strongly associated with the same factor. Interestingly, these items also were moderately correlated with the factor reflecting role ambiguity. The role ambiguity items were also moderately correlated with the factor underpinning perceptions of unit context. The *Unit Context* scale, composed of the three items about officers' perceptions of their units, had an alpha of .91.

We asked a number of questions about officers' perceptions of professional and career development. When factored, these items showed an interesting pattern of relationships. Questions about promotion opportunities loaded on a different factor than items about educational opportunities. Measures of *Promotion Opportunities* and *Educational Opportunities* had acceptable internal consistency reliability (alpha's = .72 and .83, respectively). Items about access to less formal developmental opportunities tended to have moderately high correlations with both factors. Although *Career Development Support* was not a separate factor, we created a separate scale assessing it (alpha = .81). The alternative would have been to discard the items for not being "pure" measures of either factor. The use of three scales to measure officers' perceptions of career/professional development was consistent with the preliminary company grade officer retention model. We thought it would be more informative to study *Career Development Support* than to discard the items.

Health. We asked officers three questions about their health. Officers responded on a five point Likert-type scale with the anchors 5 = *Excellent,* 4 = *Very Good,* 3 = *Good,* 2 = *Fair*, and 1 = *Poor*. Reliability analyses showed that a scale consisting of all three items had adequate internal consistency reliability. Including only two items resulted in a more reliable scale. Therefore, our final measure of *Health* was based on two items (alpha = .75).

Context Evaluation. On the pre-survey, we included items measuring the four context evaluation variables outlined in the preliminary model of company grade officer retention that we believed would be most strongly influenced by website use: (a) perceived organizational support, (b) perceived family satisfaction, (c) perceived career satisfaction, and (d) Army identity

salience. To help differentiate perceived organizational support from perceived family satisfaction and perceived career satisfaction, we selected family and career satisfaction items that emphasized satisfaction rather than perceptions of Army support.

In addition, we augmented the measurement of context evaluation by including items measuring several broader variables: (a) satisfaction with life, and (b) nonwork satisfaction. As its name suggests, satisfaction with life was a construct reflecting individuals' perceptions of their general happiness and satisfaction with life. Nonwork satisfaction reflected happiness with life outside the workplace, such as satisfaction with leisure activities. Although these variables were not part of the preliminary model of company-grade officer retention, we included them to more fully explore how the website might broadly influence officers' satisfaction with Army life, particularly for officers who do not have families.

We asked officers six questions about perceived organizational support. Officers rated four of the items on a five-point Likert-type scale with anchors of 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neither Agree nor Disagree*, 2 = *Disagree*, and 1 = *Strongly Disagree*. One of the items was reverse scored (*The Army shows little concern for me*). The other two questions asking about officers' perceptions of the organizational support had the response options 5 = *Very Satisfied*, 4 = *Satisfied*, 3 = *Neutral*, 2 = *Dissatisfied*, and 1 = *Very Dissatisfied*. One of the two items also had the response option "*Not Applicable; I do not have dependent family members*" because it asked about officers' satisfaction with the support the Army has for their families.

Career satisfaction was measured with the five questions comprising Greenhaus, Parasuraman, and Wormley's (1990) Career Satisfaction scale. Officers responded to these items on the same five-point Likert-type agreement scale used to measure the majority of the perceived organizational support items.

We used six items to measure Army identity salience. Officers responded to the items using the same five-point Likert-type scale used with the career satisfaction items.

To measure officers' satisfaction with their lives as a whole, we used the Satisfaction with Life Scale (Pavot & Deiner, 1993). The five items on this scale are rated using a seven-point Likert-type scale with the anchors 7 = *Strongly Agree*, 6 = *Agree*, 5 = *Slightly Agree*, 4 = *Neither Agree nor Disagree*, 3 = *Slightly Disagree*, 2 = *Disagree*, and 1 = *Strongly Disagree*. Officers responded to the three nonwork satisfaction and three family satisfaction items using the same scale used with the satisfaction with life items.

Consistent with the number of context evaluation variables assessed, the initial factor analysis of context evaluation items yielded a solution with six factors. That is, there were six factors with eigenvalues greater than one. Examination of the structure matrix revealed one of the nonwork satisfaction items had nearly equal, moderate correlations with three factors. This item was dropped from subsequent analyses. The remaining items correlated most strongly with the factors corresponding to the construct each was intended to measure. Not surprisingly, many of the context evaluation items pertaining to family and nonwork satisfaction had small to moderate secondary correlations with the Satisfaction with Life factor. Two of the three family satisfaction items also had moderately strong, secondary correlations with the Nonwork

Satisfaction factor. This pattern of results highlighted that family satisfaction is related to nonwork satisfaction for officers with families.

We created six scales measuring context evaluation variables. Their reliabilities, along with the number of items comprising each scale, are shown in Table 1.

Commitment. We asked officers 12 questions about their commitment to the Army. The items were selected to measure the three aspects of work commitment posited to influence officers' thoughts of staying in the Army: (a) affective commitment, (b) continuance commitment, and (c) normative commitment. Eleven of the items were answered on our typical five-point Likert-type agreement scale. One of these items was reverse scored (*I am not afraid of what might happen if I quit the Army without another job lined up*). The twelfth item (*Your ability to get a civilian job if you wanted to leave the Army*) was rated on a scale with the anchors 5 = *Excellent*, 4 = *Very good*, 3 = *Good*, 2 = *Fair*, and 1 = *Poor*. This item also was reverse scored.

The factor analysis of the commitment items yielded three eigenvalues greater than one, suggesting that three factors accounted for the meaningful variance among the items. The pattern of values in the structure matrix was as predicted. Four items measuring emotional attachment to the Army were strongly correlated with the first factor. Five items assessing investment in the Army correlated strongly with the second factor. The remaining three items reflected obligation to the Army and correlated strongly with the third factor. These items also had moderate associations with the first factor. Given that previous research has found affective and normative Commitment are related, this pattern of results was not surprising.

We formed commitment scales corresponding to the results of the factor analysis. All three scales had acceptable reliability (*Affective Commitment,* alpha = .79; *Continuance Commitment,* alpha = .83, *Normative Commitment,* alpha = .81).

Thoughts of Leaving. We included two items on the survey that asked officers about their thoughts of leaving the Army. Officers indicated the extent to which they agreed with the items on our five-point agreement scale. The internal consistency of a scale comprising the two items was .86.

Intentions to Stay. The survey included two questions about officers' intentions to stay with the Army. The first asked about officers' career plans when they first entered the Army; the second asked officers about their current active duty career intentions.

Linking Questions. The first set of questions on the survey was developed to enable us to match officers' responses across the surveys while protecting their anonymity. The challenge was to create a system likely to generate a unique number for each officer that was sufficiently meaningful for the officer to remember across the duration of the study without being personally identifying. Random numbers were likely to be forgotten and existing identifiers (e.g., Social Security Numbers) would allow survey responses to be directly tied to individual participants. We therefore asked officers to report the year they graduated from high school, the month and day of their mother's birthday, and the month and day of their father's birthday. We also used the location where officers participated in their orientation session to match data across surveys. This

information was collected by researchers at the initial orientation sessions, and was a piece of information requested from officers on the follow-up survey.

Demographic and Army Experience Questions. Officers were asked questions about their demographic characteristics and their Army experience. Demographic items elicited information about officers' birth year, sex, race, highest level of education, marital or dating status, and number of dependent children. Army experience items included questions about officers' current assignments and military experience. Current assignment questions asked about officers' current Army status, rank, branch, and kind of unit. Military experience items included commissioning source, years of service completed, years of service left on the current obligation, and the number of times and total months officers had been deployed for Operation Iraqi Freedom and/or Operation Enduring Freedom.

Immediate Post-Orientation Survey

The immediate post-orientation survey that was administered to participants in treatment groups had 14 substantive closed-ended questions. Nine items assessed participants' initial impressions of the website. Respondents indicated how strongly they agreed or disagreed with these statements using our five-point agreement scale. A sample statement was "*The information included on this website seems relevant to my success as an Army officer.*" The internal consistency reliability of a scale comprising the nine items was high (alpha = .90).

Five items asked respondents about their intentions toward activities related to website use. The first question focused on website use. The other four were about discussing website content with different individuals or groups. Respondents indicated how frequently they expected to perform the activities on a scale with four anchors ranging from *Never* to *4+ times*. For one item referring to family members (*Discuss content from the retention website with your family/spouse*), respondents had the option of indicating *Not Applicable*. The internal consistency of a scale based on the five items was more than adequate (alpha = .86).

Table 1.

Reliabilities for Perceived Context, Personal, Context Evaluation, Commitment, Thoughts of Leaving, and Intention to Stay Measures

	# items	Pre-Survey alpha	Follow-up Survey alpha	Pre & Follow-up r
Perceived Context				
Work Characteristics				
Deployment Support	2	.92	.91	.56
Pay and Benefits	6	.79	.82	.69
Role Ambiguity	3	.90	.94	.59
Family Satisfaction/Support				
Family Support/Benefits	3	.83	.83	.58
Spouse/Family Satisfaction	4	.83	.92	.80
Unit Context	3	.91	.92	.53
Professional/Career Development				
Educational Opportunities	5	.83	.85	.58
Promotional Opportunities	3	.72	.56	.61
Career Development Support	4	.81	.84	.66
Health				
Health	2	.75	.64	.50
Context Evaluation				
Perceived Organizational Support	6	.91	.91	.78
Career Satisfaction	5	.80	.90	.39
Satisfaction with Life	5	.83	.90	.56
Nonwork Satisfaction	2	.79	.88	.47
Family Satisfaction	3	.82	.92	.61
Army Identity Salience	6	.83	.90	.81
Commitment				
Affective	4	.79	.83	.76
Continuance	5	.83	.82	.73
Normative	3	.81	.86	.67
Thoughts of Leaving				
Thoughts of Leaving	2	.86	.93	.81
Intentions				
Current Career Intentions	1	n/a	n/a	.86

Follow-up Survey

There were two versions of the follow-up survey. The follow-up survey administered to officers in the control group sessions included most of the items on the pre-survey. These included perceived Army context, context evaluation, health, commitment, thoughts of leaving,

and current career intentions items. We used these items to create follow-up survey measures corresponding to the pre-survey scales. Reliabilities for the follow-up survey scales are shown in Table 1. With the exception of two scales, the internal consistency reliabilities were greater than .80, indicating good reliability.

Correlations between pre-survey and follow-up survey scales also are shown in Table 1. Values range between .39 and .81, indicating there is variability in the stability across time of the variables under investigation.

Officers in the control group also were asked the linking questions, including an additional item about where they had participated in their initial orientation session. The follow-up survey also included items asking officers about what changes in their Army career or life situation they had experienced since their participation in the initial orientation session. Demographic items were not included in the follow-up survey.

In addition to completing these questions, officers in the treatment condition were asked about their use of, perceptions of, and reactions to the website. We asked officers five questions about how frequently they had used the website and discussed its content with others. These questions were parallel to the items about intentions to use the website that were included in the immediate post-orientation survey, but focused on actual, rather than intended, use. Officers responded to these questions on a five-point Likert-type scale with 1 = *Never*, 2 = *Once*, 3 = *2-3 times*, 4 = *4+ times*. One question asking officers about discussing the content of the website with their family members or spouses also had a *Not Applicable* response option.

Seven items on the treatment version of the survey asked officers to evaluate the website and the information presented on it. These items used our five-point agreement scale. Officers also had the option of selecting a *Not Applicable* response to one question referencing the officer's family.

We asked officers 10 questions about their reactions to the website. These questions used our five-point agreement scale. Three of these questions referred to officers' family or spouse and also had a *Not Applicable* response option.

Analyses

After using the responses to the linking questions to match officers' responses to the surveys, we compared the demographic attributes and initial attitudes of officers participating in the control (discussion) and treatment (website evaluation) sessions. Although evidence of differences between control and treatment samples is not necessarily indicative of the non-equivalence of the populations they represent (Reichardt, 1979), we felt it prudent to understand the initial similarities and differences between the officers assigned to the control and treatment sessions. We used this information to make decisions about what potentially confounding variables to control for in analyzing the effect of the website intervention.

Arvey and Cole (1989) recommend using the analysis of covariance (ANCOVA) approach to analyze the data from a pretest-posttest control group design because it generally offers more power than other designs. The ANCOVA approach takes into account individuals' pre-test scores when testing for differences between the control and treatment groups on the post-test. It

also permits for the control of other covariates that might generate differences on the post-test that are not attributable to the treatment (Reichardt, 1979). When the total sample size across the treatment and control groups is very small (i.e., $N < 5$) and the correlation between the pretest and posttest is large ($r > .70$), the gain score approach will have more power than an ANCOVA. Although about one-third of the correlations between the pre-survey and follow-up survey scales in this study were greater than .70, total sample sizes were well above five. Therefore, we used the ANCOVA approach to test the impact of the website.

Hierarchical regression procedures can be used to implement the ANCOVA approach. Covariates are entered first. The last step in the procedure is to enter a dummy variable representing the treatment condition (i.e., 0 = control/no treatment, 1 = treatment) into the regression. A significant change in R^2 indicates that the treatment had a significant impact on the dependent variable (Arvey & Cole, 1989).

For each analysis, we used the pre-survey perceptions as a covariate when testing the follow-up survey for differences. Variables on which there were significant differences between the control and treatment conditions on the pre-survey also were considered for use as potential covariates in the analyses. To further understand the impact of the website, we conducted a descriptive analysis of officers' responses to the immediate post-orientation survey. This provided information about officers' immediate reactions to the website following the treatment orientation. We also examined officers' perceptions of the website three months later using data collected with the follow-up survey.

Results

The results are organized into four sections. First, we reviewed the demographic and background experiences of the control (discussion) and treatment (website) groups. Second, we summarized key differences in the perceptions, attitudes, and intentions of officers in the control and treatment conditions. These differences existed prior to the introduction of the treatment (website vs. discussion orientations). Third, we discussed the immediate reactions to and intentions to use the website of officers participating in the treatment condition. Fourth, we present the comparisons of the perceptions, attitudes, and intentions of the officers in the control and treatment conditions that were assessed with the follow-up survey, three months after the officers participated in group sessions.

Demographic Attributes and Army Experience

The demographic attributes of officers who participated in the treatment and control sessions were highly similar. However, officers in the control and treatment groups differed significantly on some key Army career experiences.

Demographic Attributes

As can be seen in Table 2, the compositions of the initial treatment and control groups were highly similar in terms of their demography. The groups did not differ in terms of gender, age, marital status, involvement in a significant relationship, spouse/girlfriend/boyfriend's current career status, or having dependent children. Officers in the two groups also did not differ significantly in terms of Hispanic, Latino, or Spanish origin or ancestry, or their ethnic background. The highest level of education achieved, on average, by the officers in the control and treatment groups also was not significantly different.

Army Experience

The Army experiences officers reported on the pre-survey are summarized in Table 3. The officers in the control and treatment groups differed in multiple ways. The current Army status of participants in the control and treatment conditions differed significantly. Although a majority of officers in the control condition reported their status as Active Army (54.9%), a much higher proportion of officers in the treatment condition indicated they were Active Army (90.1%). The proportion of officers in the control condition who stated they were in the National Guard (29.7%) was higher than in the treatment condition (4.9%).

Officers in the control and treatment groups also differed in terms of the kind of unit with which they were currently serving. A higher proportion of officers in the control group reported they were currently serving in Combat Support units. In contrast, a higher proportion of officers in the treatment group reported being in Combat Arms units.

Table 2.
Pre-Survey: Demographic Characteristics of Officers

	Control		Treatment		
	N	Percentage	*N*	Percentage	χ^2
Gender					0.29
Female	14	15.4	21	13.0	
Male	77	84.6	141	87.0	
Hispanic, Latino, or Spanish origin					0.22
No	84	92.3	152	93.8	
Yes	7	7.7	10	6.2	
Race					2.62
American Indian or Alaska Native	0	-	0	-	
Asian	3	3.5	6	3.8	
Black or African American	10	11.6	30	19.1	
Native Hawaiian/Other Pacific Islander	1	1.2	1	.6	
White	66	76.7	108	68.8	
Multi-racial	6	7.0	12	7.6	
Marital Status					3.24
Married	45	50.0	89	55.3	
Legally separated or divorced	3	3.3	2	1.2	
Single, never married	36	40.0	65	40.4	
Divorced	6	6.7	5	3.1	
Engaged or significantly involved					0.38
Yes	26	28.9	44	27.3	
No	20	22.2	32	19.9	
Does not apply; currently married	44	48.9	85	52.8	
Spouse/Girlfriend/Boyfriend Employment					12.72
Serving in the US Armed Forces	13	14.4	25	15.5	
Working full-time civilian	23	25.6	39	24.2	
Working part-time civilian	7	7.8	5	3.1	
Looking for work	9	10.0	15	9.3	
Not looking for work, but would like to	1	1.1	19	11.8	
Not working and does not want to	10	11.1	14	8.7	
Other	10	11.1	11	6.8	
Not applicable; Do not have spouse, etc	17	18.9	33	20.5	
Dependent Children					0.67
Yes	40	44.4	63	39.1	
No	50	55.6	98	60.9	
	M	*SD*	*M*	*SD*	*t*
Age	30.2	4.91	29.0	9.68	1.12
Education (Years of Post-Secondary)	4.2	1.04	4.4	0.90	-1.89

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 3.
Pre-Survey: Army Experiences of Officers

	Control		Treatment		
	N	Percentage	*N*	Percentage	χ^2
Kind of Unit Currently Assigned					18.75**
Combat Arms	10	11.1	46	28.8	
Combat Support	26	28.9	22	13.8	
Combat Service Support	6	6.7	12.	7.5	
Joint Command	2	2.2	2	1.3	
Institutional Command	5	5.6	16	10.0	
Other Command	1	1.1	5	3.1	
Currently in School	40	44.4	57	35.6	
Current Active Status					44.31***
Active Army	50	54.9	146	90.1	
Active Reserve	11	12.1	4	2.5	
National Guard	27	29.7	8	4.9	
Active Guard Reserve	3	3.3	4	2.5	
Current Grade					15.11**
2LT	59	64.8	64	39.5	
1LT	8	8.8	21	13.0	
CPT	24	26.4	77	47.5	
Source of Your Commission					44.80***
OCS- In-service option	29	31.9	18	11.1	
OCS-Enlistment option	13	14.3	6	3.7	
ROTC scholarship (1-3 years)	9	9.9	37	22.8	
ROTC scholarship (4 years)	4	4.4	17	10.5	
ROTC non-scholarship	8	8.8	34	21.0	
USMA	12	13.2	38	23.5	
Direct Appointment	13	14.3	8	4.9	
Other	3	3.3	4	2.5	
	M	*SD*	*M*	*SD*	*t*
Total years of active service	5.90	4.45	4.84	4.26	1.70
Total years of reserve service	6.03	4.37	5.55	5.14	0.50
Years left on current obligation	3.48	1.86	3.42	1.90	0.17
Times deployed for OIF/OEF	0.77	0.78	0.80	0.86	-0.26
Total months deployed for OIF/OEF	9.20	8.41	9.10	9.27	0.06

* $p < .05$. ** $p < .01$. *** $p < .001$.

On average, officers in the treatment condition were at a higher grade than officers in the control condition. Almost 40% of the officers (39.5%) in the treatment condition reported that they were 2LT compared to almost two-thirds of the officers in the control condition (64.8%). In contrast, almost half of the officers in the treatment group indicated they were CPTs (47.5%); just over one quarter of the officers (26.4%) in the control group had achieved this grade.

The commissioning source of officers in the control and treatment groups also differed. Nearly one-third of the officers in the control group (31.9%) accessioned through the traditional Officer Candidate School in-service option. Compared to the control group, higher percentages of officers in the treatment condition received their commissions through ROTC (non-scholarship, 1-2 year scholarships, and 3-4 year scholarships) and the United States Military Academy.

Although the officers in both the treatment and control groups represented a variety of Army branches, there were significant differences between the groups, $\chi^2(14) = 39.83$, $p < .001$. A higher proportion of officers in the control group were in the Engineer and Signal branches. A higher proportion of officers in the treatment group were in the Infantry.

There were no significant differences between the control and treatment groups in terms of years of Active duty service, years of Reserve service, or time left in their current obligation. Among those who were not on indefinite status, the average length of time left in officers' obligation was about 3.5 years in the control group and about 3.4 years in the treatment group. About 30% of officers in each group were on indefinite status. There also were no differences between the groups, on average, in terms of how often they had been deployed for OIF/OEF, or the total number of months they had been deployed for OIF/OEF.

Pre-Survey: Perceptions, Attitudes, Commitment, and Intentions

We conducted a series of independent t tests to test for differences in control and treatment participants' perceptions of the Army context, evaluation of the Army context, health, commitment, thoughts of staying, and career intentions. At the conventional significance level (.05), officers in the two groups differed significantly on 6 of the 22 variables. When the number of tests performed was taken into consideration by applying the Bonferroni correction and adjusting the critical significance level to .002, control and treatment participants differed only in terms of their perceptions of educational opportunities, $t(248) = -3.38$, $p = .001$. Officers who participated in control sessions had more favorable perceptions of their educational opportunities than officers who were in the treatment sessions.

Immediate Post-Orientation Survey: Initial Reactions to the Website

Officers in the treatment condition tended to view the website favorably. On average, officers intended to use the site and discuss it with others. The mean rating of 2.37 ($SD = 0.80$; $n = 161$) indicated that, on average, officers intended to visit and discuss the site between "Once" and "2-3 times." Less than ten percent (9.9%; $n = 16$) of officers who were told about the website said they would "Never" visit it. Fewer officers intended to discuss the content of the website with their commander or subordinates, with 42.6% ($n = 69$) and 33.3% ($n = 54$) of officers expecting to do these activities "Never."

On average, officers' immediate evaluation of the website was somewhat positive. The mean rating on the nine-item scale assessing participants' initial impressions of the website was above the midpoint of the scale, indicating overall perceptions of the website tended to be favorable. ($M = 3.50$, $SD = 0.64$, $n = 162$). For example, the mean rating of 3.80 ($n = 162$) for the item "*The information included on this website seems relevant to my success as an Army officer*" fell

between the "Neither Agree Nor Disagree" and "Agree" anchors on the rating scale. The one item that officers, on average, slightly disagreed with was "*The Army provides more benefits than I previously realized*" ($M = 2.88$, $n = 162$).

There was a strong relationship between officers' perceptions of the website and their intentions to use it ($r = .52$, $n = 161$, $p < .001$). Officers who perceived the website more favorably were more likely to intend to use it.

We did not observe significant relationships between officers' initial reactions to the website and officers having matched pre-survey and follow-up survey data. On average, perceptions of the website ($t(160) = 0.45$, $p = .65$) and intentions to use it ($t(160) = -0.65$, $p = .52$) did not differ significantly between officers who had matched pre- and follow-up survey data and those that did not. This suggested that first impressions of the website did not strongly influence whether officers responded to the follow-up survey and completed the linking questions accurately and thoroughly. Negative reactions to the website orientation did not appear to be responsible for attrition from participation in the website evaluation.

Follow-up Survey: Website vs. Control Group

Before conducting the series of regression analyses to evaluate the impact of the website on respondents' attitudes and intentions, we reviewed the variables for which there were significant differences between the control and treatment groups on the pre-survey. Several Army experience variables on which the groups differed were categorical variables. Including them all as covariates was potentially problematic. Using them in analyses would involve substantial dummy coding that would increase the number of variables and decrease the degrees of freedom, decreasing the power of the analyses. We therefore investigated the relationships between the career experience variables to determine if grade could serve as a proxy for the other variables. Officers' grade could be entered in the regressions as a single, ordinal variable, leading to relatively more power than the use of one or more of the other Army experience variables. Grade was significantly related to all the career experience variables. Therefore, we used grade as a covariate in the regression analyses. Pre-survey *perceived educational opportunities* scores also were used as a covariate because the control and treatment groups significantly differed on this variable before the website intervention was introduced. In addition, for each analysis, the pre-survey scale corresponding to the follow-up survey scale being examined for differences served as a covariate.

For each regression, the dependent variable was the follow-up survey measure of a variable in the preliminary company grade model of retention. The corresponding pre-survey measure was entered on the first step of the regression. On the second step of the regression, grade and *perceived educational opportunities* were entered. We entered a variable indicating whether officers were members of the control or treatment groups on the third step.

To determine the impact of participation in the treatment group, we examined the change in R^2 that accompanied the third step of the regression. Significant changes in R^2 indicate statistically significant differences between the control and treatment groups. We observed no significant differences between officers in the treatment and control groups on any of the

dependent variables: (1) perceived Army context, (2) context evaluation, (3) commitment, (4) thoughts of leaving, and (5) career intentions.

Follow-up Survey Results Within the Treatment Group

Website Impact

Within the treatment group, 14 officers with matched pre- and follow-up survey data (46.7%) chose to visit the website on their own time, but 16 (53.3%) did not and were thus only exposed to the website during the initial orientation session. Exploring the differences between these two groups provides insight into how more in-depth, self-guided use of the website may influence officers' perceptions of the Army, evaluation of the Army context, commitment to the Army, thoughts of leaving, and career intentions. We therefore conducted another series of regression analyses comparing officers within the treatment group who reported visiting the website after the initial orientation session with those who did not. Despite the extremely small sample size, we did observe one significant difference between the groups. After controlling for pre-survey scores on *perceived pay and benefits*, officers' grade, and *perceived educational opportunities*, whether or not officers visited the website on their own time accounted for significant variance in officers' follow-up survey *perceived pay and benefits*. Visiting the website resulted in a change in R^2 from .60 to .67, an increment of .07, $F(1,21) = 4.53$, $p = .045$. Officers who used the website had more favorable views of their pay and benefits than those who did not.

Website Perceptions

We asked officers who visited the website after the orientation to provide feedback on the website and tell us how they used its content. Officers' responses are summarized in Tables 4, 5, 6, and 7.

Some officers reported that they had discussed content from the website with their peers, spouses, subordinates, or commander. A majority of officers who visited the website after the orientation reported that they had discussed website content with their peers at least once (57.1%, $n = 9$). Half of the officers who were married ($n = 12$) spoke to their spouses about the website content at least once ($n = 6$). Discussing the content of the website with commanding officers and subordinates was less popular. Only two officers reported talking to their commander about website content (14.3%). Similarly, two officers spoke with their subordinates about website content.

Perceptions of the website tended to be favorable. Most officers who visited the website agreed or strongly agreed that the website was well organized (71.4%) and easy to navigate (71.4%). Opinions about whether the information on the website was difficult to find elsewhere were more divided. Although a majority of officers either agreed or strongly agreed with this view (57.1%), a strong minority disagreed or strongly disagreed (35.7%). This suggests that a "one-stop shop" website tailored to the needs of company grade officers may be a valuable resource for a majority, but not all officers. A majority of officers agreed that the information on the website was relevant to their personal well-being (57.1%); half said the information was relevant to their success as an officer. Officers had more neutral views of the relevance of the

information for the well-being of their families and their decision to remain in the Army, with 50% indicating they neither agreed nor disagreed with these statements.

Table 4.
Follow-up Survey: Website Visitors' Evaluation of Use

	N	Percentage
Visited the Retention Website		
Once	7	50.0
2-3 times	6	42.9
4+ times	1	7.1
Discussed Content with Commander		
Never	12	85.7
Once	1	7.1
2-3 times	1	7.1
4+ times	0	-
Discussed Content with Peers		
Never	5	35.7
Once	1	7.1
2-3 time	8	57.1
4+ times	0	-
Discussed Content with Subordinates		
Never	12	85.7
Once	0	-
2-3 time	2	14.3
4+ times	0	-
Discussed Content with Spouse		
Never	6	50.0
Once	2	16.7
2-3 time	3	25.0
4+ times	1	8.3

Note. *N* = 14.

Officers were less likely to perceive that they had learned from the website. About a third of the officers who visited the website on their own agreed or strongly agreed that using the website had clarified at least one misconception they had (35.7%) or had helped them learn about educational opportunities (35.7%). One quarter said that they had learned about new opportunities for their families (25%), but more wanted their spouse or family members to visit the website (41.7%). Few officers were applying things they had learned from the website. About one-fifth (21.4%) said that since exploring the website they were taking new action to achieve goals. One quarter of those with spouses and/or families agreed they were taking advantage of new opportunities for their families (25.0%).

Table 5.
Follow-up Survey: Website Visitors' Evaluation of Content

	N	Percentage
Relevant to my personal well-being		
Strongly Agree	0	-
Agree	8	57.1
Neither Agree nor Disagree	5	35.7
Disagree	1	7.1
Strongly Disagree	0	-
Relevant to my success as an officer		
Strongly Agree	1	7.1
Agree	6	42.9
Neither Agree nor Disagree	5	35.7
Disagree	2	14.3
Strongly Disagree	0	-
Relevant to my decision to remain in Army		
Strongly Agree	1	7.1
Agree	4	28.6
Neither Agree nor Disagree	7	50.0
Disagree	2	14.3
Strongly Disagree	0	-
Relevant to the well-being of my family		
Strongly Agree	0	-
Agree	5	41.7
Neither Agree nor Disagree	6	50.0
Disagree	1	8.3
Strongly Disagree	0	-
Well-organized		
Strongly Agree	1	7.1
Agree	9	64.3
Neither Agree nor Disagree	4	28.6
Disagree	0	-
Strongly Disagree	0	-
Easy to navigate		
Strongly Agree	2	14.3
Agree	9	64.3
Neither Agree nor Disagree	3	21.4
Disagree	0	-
Strongly Disagree	0	-
Difficult to find elsewhere		
Strongly Agree	1	7.1
Agree	7	50.0
Neither Agree nor Disagree	1	7.1
Disagree	4	28.6
Strongly Disagree	1	7.1

Note. *N* = 14.

Table 6.

Follow-up Survey: Website Visitors' Perceptions of the Website's Impact
on their Learning and Actions

	N	Percentage
Clarified at least one misconception		
Strongly Agree	0	-
Agree	5	35.7
Neither Agree nor Disagree	5	35.7
Disagree	4	28.6
Strongly Disagree	0	-
Learned about educational opportunities		
Strongly Agree	1	7.1
Agree	4	28.6
Neither Agree nor Disagree	7	50.0
Disagree	2	14.3
Strongly Disagree	0	-
Taking new action to achieve goals		
Strongly Agree	0	-
Agree	3	21.4
Neither Agree nor Disagree	6	42.9
Disagree	5	35.7
Strongly Disagree	0	-
Learned about new family opportunities		
Strongly Agree	0	-
Agree	3	25.0
Neither Agree nor Disagree	7	58.3
Disagree	2	16.7
Strongly Disagree	0	-
Taking advantage of new family opportunities		
Strongly Agree	0	-
Agree	3	25.0
Neither Agree nor Disagree	6	50.0
Disagree	3	25.0
Strongly Disagree	0	-
Like my family/spouse to visit the website		
Strongly Agree	0	-
Agree	5	41.7
Neither Agree nor Disagree	5	41.7
Disagree	2	16.7
Strongly Disagree	0	-

Note. $N = 14$.

Table 7.
Follow-up Survey: Website Visitors' Perceptions of the Website's Impact
on Their Thoughts of Staying

	N	Percentage
My morale is higher		
Strongly Agree	0	-
Agree	2	14.3
Neither Agree nor Disagree	10	71.4
Disagree	2	14.3
Strongly Disagree	0	-
Less attracted to joining a civilian organization		
Strongly Agree	0	-
Agree	0	-
Neither Agree nor Disagree	10	71.4
Disagree	2	14.3
Strongly Disagree	2	14.3
More likely to consider staying past current obligation		
Strongly Agree	0	-
Agree	3	21.4
Neither Agree nor Disagree	7	50.0
Disagree	2	14.3
Strongly Disagree	2	14.3
More likely to consider staying through retirement		
Strongly Agree	0	-
Agree	0	-
Neither Agree nor Disagree	11	78.6
Disagree	1	7.1
Strongly Disagree	2	14.3

Note. $N = 14$.

Most officers who visited the website held neutral views about its influence on their morale, the attractiveness of civilian organizations, and their thoughts of staying with the Army. A majority of officers indicated they neither agreed nor disagreed that their morale was higher (71.4%) or that they were less attracted to joining a civilian organization since exploring the website (71.4%). Half the officers neither agreed nor disagreed that they were more likely to consider staying past their current obligation (50%) or through retirement (78.6%). Thus, although many officers had positive views of the website's content, layout, and navigation, most did not perceive it as influencing their thoughts or behaviors. Importantly, however, three officers (21.4%) said that they were more likely to consider staying past their current obligation.

Discussion

The development of a website for company grade officers was selected as one of the "best bet" interventions for addressing the challenge of retaining qualified company grade officers in the Army. Although many on-line resources already existed for Army personnel, there was a great deal of support for developing a website designed specifically to help officers making retention decisions. We conducted a series of focus groups with officers to gather input on the content, format, and barriers to using a retention website. After developing the website, we evaluated it using a pre-test post-test control group design. Using the ANCOVA approach to examining pre-test post-test data, we did not observe any significant differences between the control and treatment groups. Simply informing officers about the website and giving them the opportunity to use it did not appear to have a substantial impact on their perceptions or evaluation of the Army context, their commitment to the Army, their thoughts of leaving, or their career intentions. On the other hand, officers who subsequently chose to use the website after learning about it had more favorable views of their pay and benefits than did officers who chose not to use the website. This suggests that disseminating information about pay and benefits, possibly in the form of realistic and relevant comparisons between military and civilian jobs, can have a positive influence on officers' perceptions of the Army. A challenge for the future is to identify and evaluate alternate methods of disseminating information, as well as to more narrowly pinpoint the kind and format of information that favorably affects officers' pay and benefit perceptions.

One factor that limited our ability to draw conclusions about the website was the size of the sample of individuals who visited the website on their own before completing the follow-up survey (only 14 of the 30 follow-up survey respondents from the treatment group). We had anticipated that not all officers who participated in the initial control and treatment sessions would respond to our invitation to complete the follow-up survey. We also assumed that some of the officers participating in the treatment sessions would not subsequently use the website, and suspected that we might not be able to match all completed follow-up surveys to pre-survey data. Each of these concerns proved to have a greater negative impact than we had hoped, resulting in a final sample of website users that was smaller than anticipated. The size of the sample limits the power of the evaluation to detect differences, particularly if the effects of the website are small. Small, cumulative effect sizes can have a substantial impact over the long run. It is possible we failed to detect small differences that, over the long run, might improve the retention of company grade officers.

We also must interpret with caution the statistically significant difference that was observed between treatment condition officers who were website visitors and those who were not. It is traditional to make some sort of correction for the number of statistical tests performed in order to avoid erroneously concluding that there are significant differences when, in fact, there are not. If we apply a Bonferroni correction to the comparisons made between officers in the treatment condition who visited the website with those who did not, we would conclude there were no significant differences between the groups. However, the Bonferroni correction is a very conservative one. Given the small sample size, we believed the trade-off between power and significance level should lean toward the side of power. Others may disagree. In either case, the finding that using the website promotes more favorable perceptions of pay and benefits should be replicated before resources are devoted to a broader roll-out of the website.

We consciously designed the evaluation of the website to parallel the situation where an officer is given information and access to a resource without being required to use it. This was a realistic scenario for how a website is likely to be used. However, the failure to find significant differences between the control and treatment group left unanswered questions about the possible impact of similar on-line tools that are implemented in a different fashion. For example, viewing the website could be included as part of a larger training initiative or course for company grade officers or officers in training, such as ROTC cadets or USMA students. Additional evaluation of the website in a controlled environment, rather than a field setting, would need to be done to determine if this approach would be worthwhile. A policy capturing study or the administration of more detailed surveys focused solely on website content also could help identify which website content and design features are perceived as most useful.

The results of this evaluation also did not address the possibility that other kinds of content or website features might influence company grade officers' retention decisions. In creating the website, we focused on presenting factual information in an objective way that permitted officers to form their own conclusions. Where possible, we tried to organize information in ways that might re-frame how officers viewed it. For example, we provided realistic, but detailed, side-by-side comparisons of military and civilian jobs, covering benefits that officers may not have thought to consider when thinking about careers in the Army. Officers participating in the focus groups we conducted when developing the website emphasized that the website had to be credible and avoid pushing a particular agenda or viewpoint. It is possible, however, that there may be other ways to organize or frame information so that it has a greater influence on officers' perceptions. This may require presenting more viewpoints and agendas, which contradicts the advice given to us in the focus groups. Nevertheless, it may be more beneficial to include more new information on the website that highlights a particular opinion. Consistent with this idea, one of the few ideas submitted for improving the website was to include more new content rather than links to existing sources. Other alternatives might include developing tools, such as checklists or planning guidelines. Input from SMEs would be needed to ensure such tools were relevant to the majority of officers in diverse branches and roles. Another of the limited number of comments offered about improving the website was that we "remember the RC," not just the "AC."

Another option would be to consider broadening the features of the website. When the switch needed to be made from hosting the website on the Army's s1net, we had to set aside its discussion board and knowledge posting features. These features would have permitted officers to raise concerns, ask questions, and share solutions. Official responses to posts from a designated Army representative may have conveyed a degree of organizational support that was not communicated through the website hosted by PDRI. Focus group discussions suggested opinions were divided about more interactive features of websites. Some users admitted they would not use them for fear of being identified; others expressed interest in being able to learn from others.

This raises the broader question of the means through which officers feel supported by the Army. An issue volunteered during the focus groups was that officers found it challenging to informally meet with and get to know their commanders and other more senior officers in the high OPTEMPO (Operations Tempo) Army context. This made it more difficult for company grade officers to approach senior officers with questions related to their retention decisions.

Interventions that help company grade officers create these informal connections with more experienced, knowledgeable senior officers merit further consideration. One alternative might be using website features to give officers contact with ombudsmen who have authority to help resolve problems faced by company grade officers, such as modifying the timing of their training or deployment to better align with their military spouses' schedules. In several focus groups, officers independently commented that mentoring would be a more effective means of addressing the problem of company grade officer retention. Tools that help company grade officers get to know and form mentoring relationships with senior officers may help address retention concerns. Options could range from formal programs to build face-to-face mentoring relationships (e.g., training commanders to serve as mentors and assigning them officers to mentor) to initiatives focused on fostering the development of relationships that might evolve into mentoring (e.g., creating and promoting the use of discussion boards that allow junior and senior officers to discuss common areas of interest, such as sports).

Recommendations

Results suggested that a retention website such as the one we designed can have a positive impact on the retention-related attitudes of at least some company grade officers, if the website is used. Because of the small sample sizes and limited amount of time available for this study, we recommend a larger-scale evaluation study for this website that introduces more officers to the website and allows them to access it over a longer period of time than two months (six months would be a more appropriate interval). We recommend adding more features to the website (e.g., discussion groups, mentor network, additional civilian job comparisons) and making it widely available. The website rollout will require a publicity campaign to make officers aware of its existence both initially and to remind them later. After the website has been available for six months to a year, an evaluation study could be conducted by adding website-specific questions to the SOC. Questions would include (a) how many times have you visited the website, (b) what features of the website have you used, (c) satisfaction with different website features, and (d) how has each feature impacted relevant attitudes. Results would help determine if the website should continue to be maintained and updated.

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Appendix A

Website Content: Sample Screen Shots

Army Officer Retention Website

http://ari.touch-point.net

Registration and Log-In Page

Welcome/Home Page:
All Major Topics Listed on Left

Career Branch Information: Home Page

Career Branch Information: MFE Division Page (Partial)

A screenshot of a web browser displaying the URL http://ari.touch-point.net/index.php/mfe.html

Breadcrumb: Army Officer Retention Resource > Career Branch Information > Maneuver, Fires & Effects Division

Left navigation menu:

Home

Career Branch Information
- Maneuver, Fires & Effects Division
- Operations Support
- Force Sustainment
- Health Services
- Other Branches

Military vs Civilian Careers

Education Benefits
- Officers Benefits
- Officers, Spouses and Families
- Advanced Civil Schooling
- Fellowships/Scholarships
- Fellowships/Scholarships for Sr. Officers
- Other Opportunities
- Comparison with Civilian Costs

Compensation and Benefits
- Officer Compensation
- Captain's Menu of Incentives
- Health Care, Life Insurance and Leave
- Retirement
- Other Benefits

Installation Information

Your Health

Deployment
- Pre-Deployment
- Deployment/Sustainment/Re-de
- Post-Deployment

Family
- Family and Spouse Support
- Spouse Careers
- Making a Move

Main content:

Maneuver, Fires and Effects (MFE) Division

The Maneuver, Fires and Effects (MFE) Division includes the Combat Arms branches of the Army along with the Psychological Operations, Civil Affairs, Information Operations, and Public Affairs functional areas.

Below you will find a brief summary of each division within the **Maneuvers, Fires & Effects Branch**. Select the "Learn more" link to view more details about each branch, including career timelines, current training and assignment opportunities, and branch contact information.

Click on the link below to access the MFE Division Chief home page:

MFE Division Chief

Infantry

The Infantry culture is the basis for the Army's Warrior Ethos, and has emerged from the harsh realities of Infantry combat, which are close, personal, and brutal. The Infantry forms the nucleus of the Army's fighting strength around which the other arms and services are grouped. When not in combat, the Infantry maintains a state of readiness in preparation for immediate combat worldwide employment.

Learn more ...

Aviation

Army Aviation is a Combat Arms Branch that operates at theater and below echelons throughout the entire spectrum of conflict. The Mission of the Aviation Branch is to find, fix, and destroy the enemy through fire and maneuver, and to provide combat support and combat service support in coordinated operations as an integral member of the combined arms team.

Learn more ...

Armor

Armor Branch encompasses Armor or combined arms organizations that close with and destroy the enemy using fire, maneuver and shock effect; as well as cavalry and reconnaissance organizations that perform reconnaissance, provide security and engage in the full spectrum of combat operations.

Career Branch Information: Chemical Branch Page

http://ari.touch-point.net/index.php/mfe/articles/chemical.html

Career Branch Information
Maneuver, Fires & Effects Division
Operations Support
Force Sustainment
Health Services
Other Branches

Military vs Civilian Careers

Education Benefits
Officers Benefits
Officers, Spouses and Families
Advanced Civil Schooling
Fellowships/Scholarships
Fellowships/Scholarships for Sr. Officers
Other Opportunities
Comparison with Civilian Costs

Compensation and Benefits
Officer Compensation
Captain's Menu of Incentives
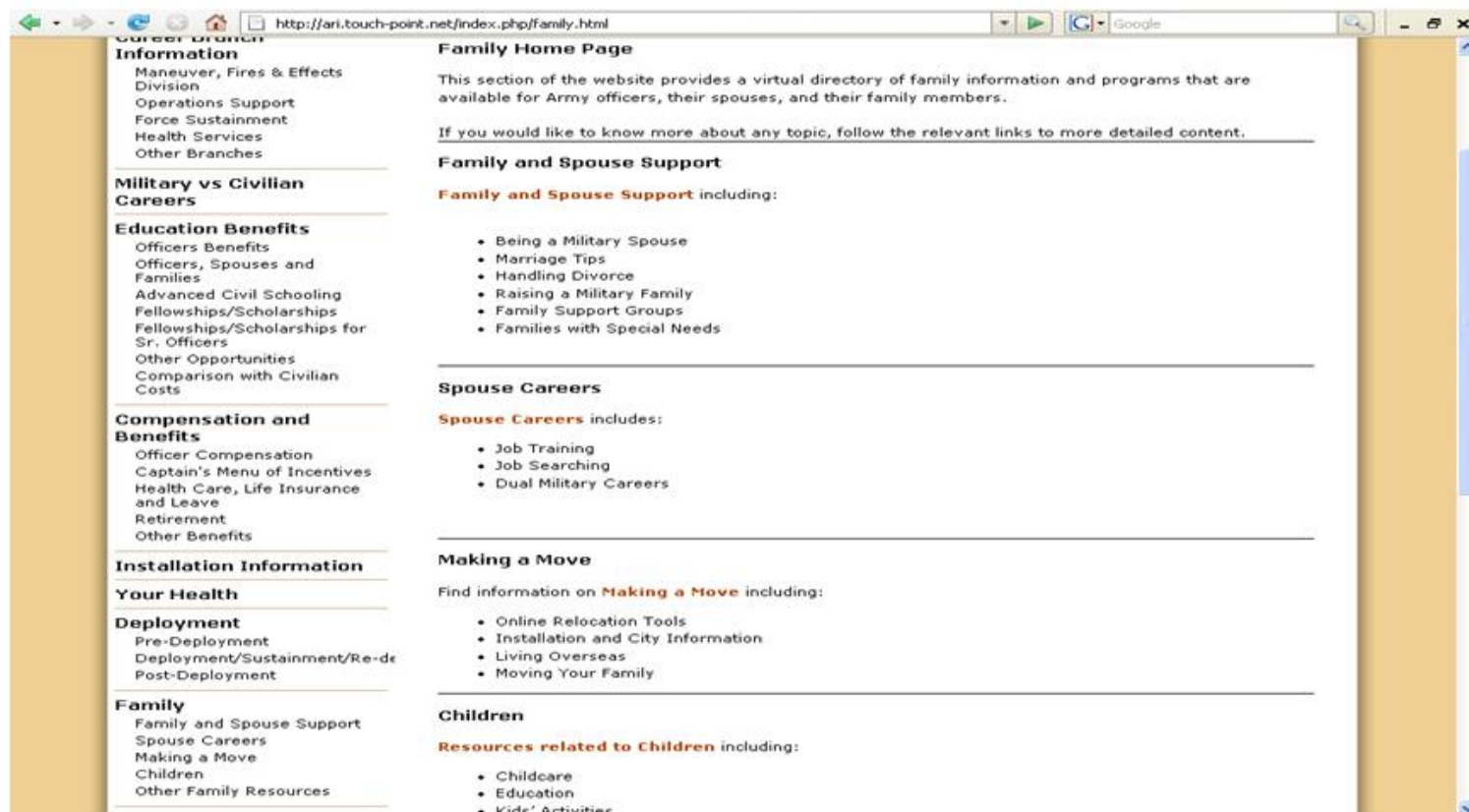Health Care, Life Insurance and Leave
Retirement
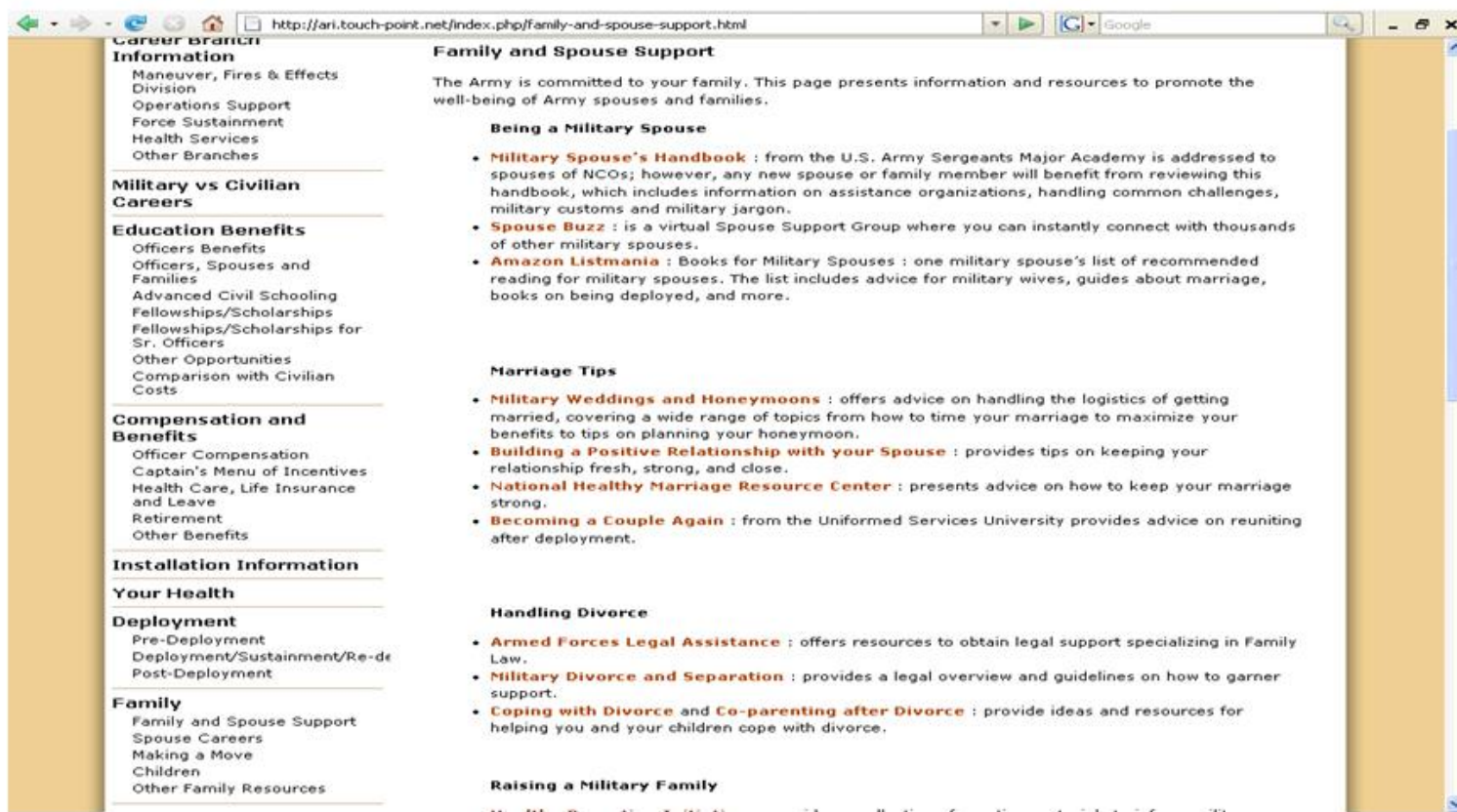Other Benefits

Installation Information

Your Health

Deployment
Pre-Deployment
Deployment/Sustainment/Re-de
Post-Deployment

Family
Family and Spouse Support
Spouse Careers
Making a Move
Children
Other Family Resources

Chemical Branch

The Chemical Corps officers provide expert technical knowledge and advice to commanders and staff at the tactical, operational, and strategic levels about military operations and domestic support to civil authorities involving the full range of chemical, biological, radiological, and nuclear (CBRN) hazards, including CB warfare agents, radiological material, nuclear weapons effects, and industrial hazardous materials. The primary goal of the Chemical officers is to maximize warfighters' ability to conduct operations in a CBRN environment by reducing vulnerability to and minimizing the effects of CBRN weapons. This is accomplished by thorough planning and employment of CBRN defense capabilities including individual and collective protection, biological detection systems, CBRN and hazardous materials (HAZ MAT) reconnaissance, warning and reporting of CBRN events, and decontamination or removal of CBRN hazards. Chemical officers also plan, coordinate, and execute employment of obscurants smoke and flame to enhance combat power multipliers. Chemical officers are embedded throughout the force to support Army combat, combat support, and combat service support units to combat weapons of mass destruction and develop force protection programs. Chemical officers also support other services, domestic CBRN response units and are assigned to the Office of the Secretary of Defense (OSD) and the Joint Staff, DA staff, combatant command Joint commands and staffs, and Federal agencies.

Chemical Branch Contact Information: Find key branch contacts as well as stay up to date on what is going on in the Chemical branch.

Chemical Officer Characteristics and Development Assignments: Discover the required characteristics as well as critical development assignments for Armor officers.

Chemical Career Timeline: Find the Chemical Officer Career Timeline.

Current Chemical Opportunities

Grade (Rank)	Assignments and Course Information
All	Open Assignments Assignment FAQs Army Training Requirements and Resources System Course Search Use this search engine to find courses by clicking on "New Search" and entering "Captains" or "Chemical in the Course Title field.
Lieutenants	Lieutenant Information
Non KD Captains	Captain Information
KD Captains	Key Developmental Captain Information
Majors Lieutenant Colonels	Major and Lieutenant Colonel Information

Go back

Military vs Civilian Comparisons: Home (Available Comparisons Shown)
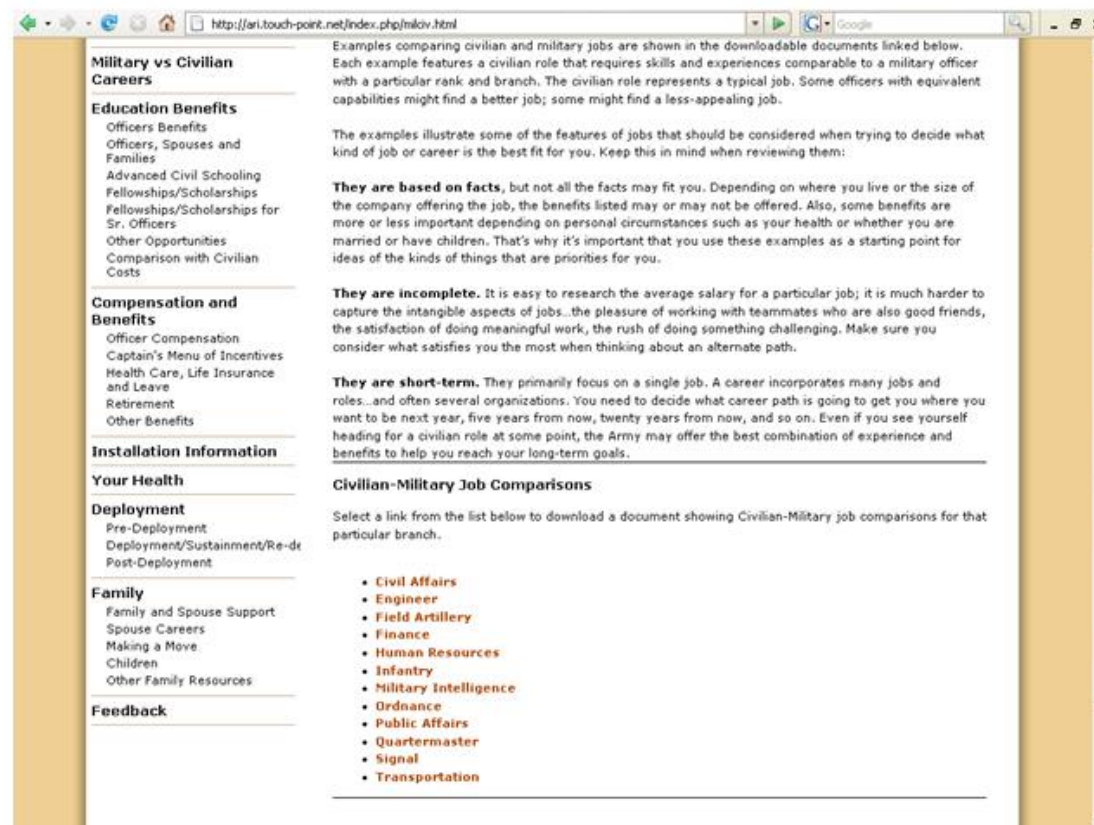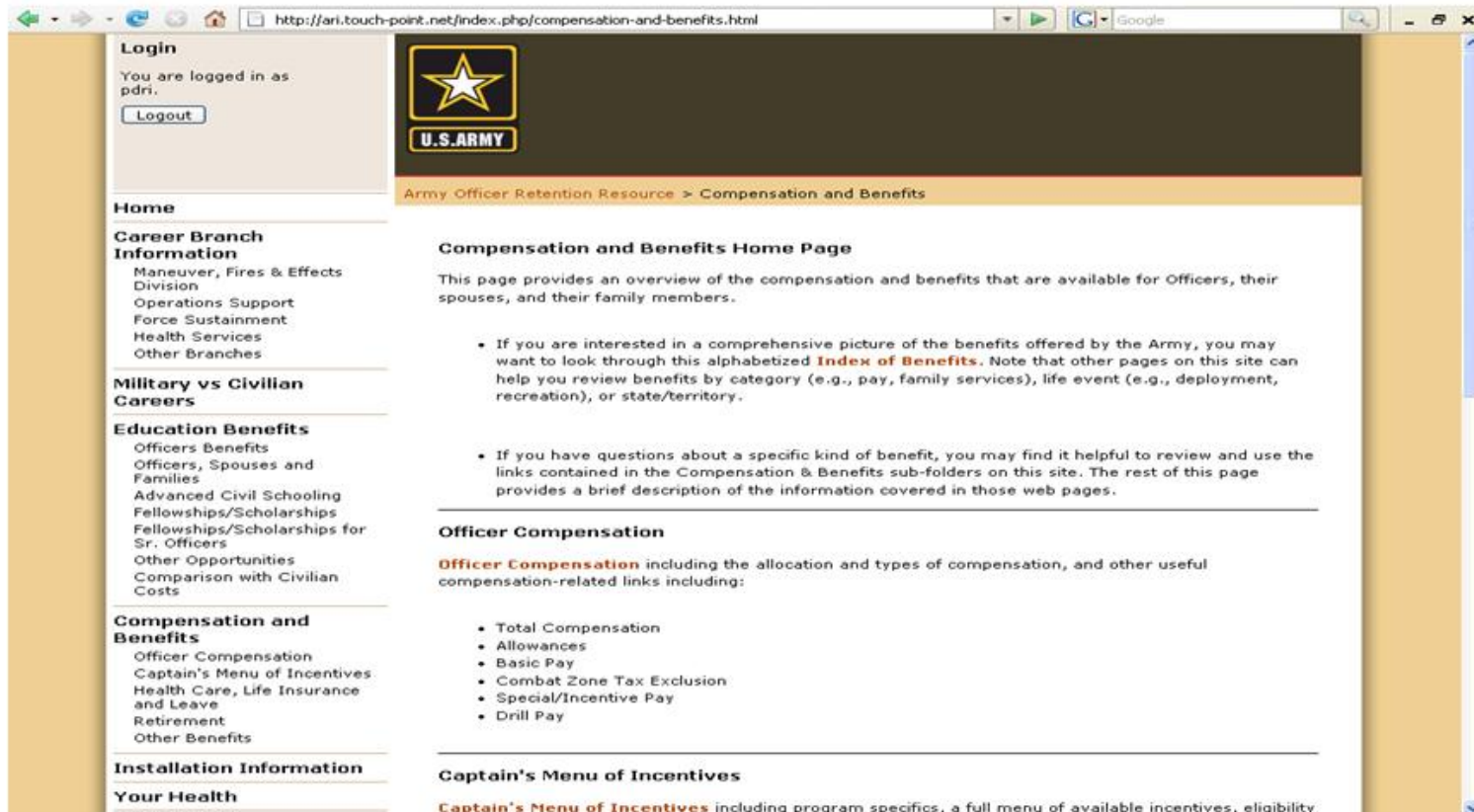
Education Benefits: Home
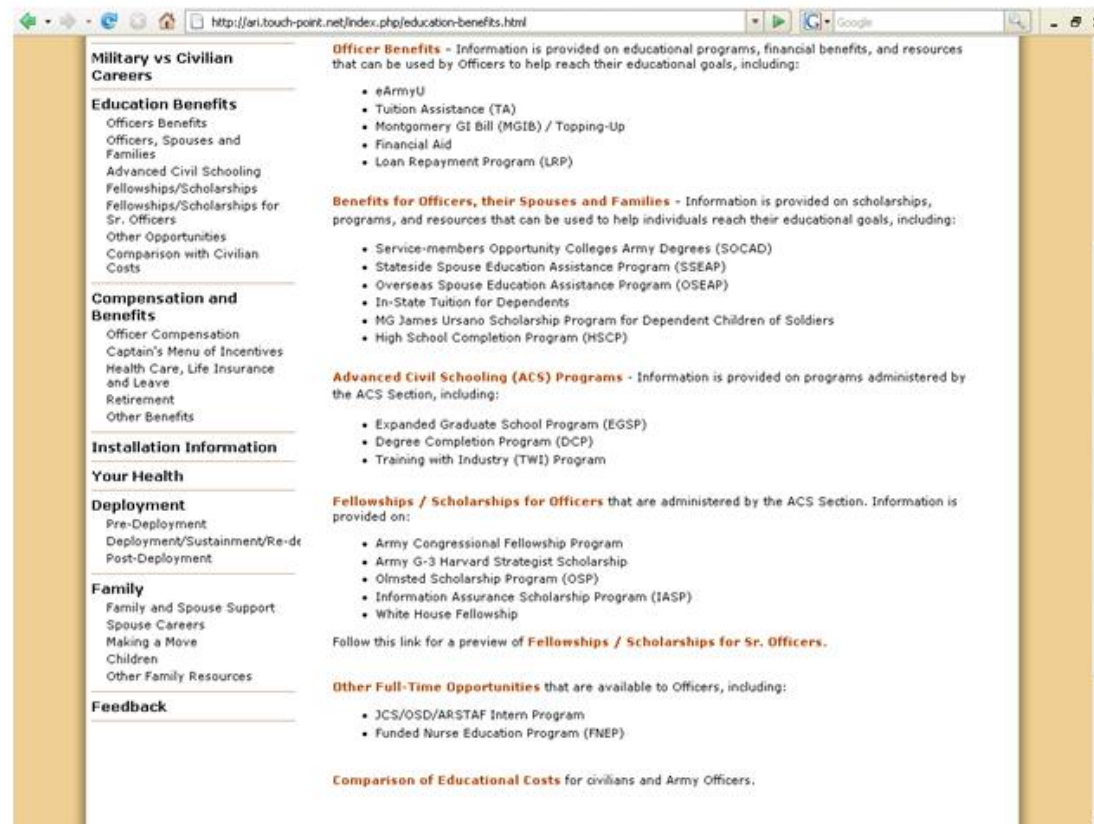
Education Benefits:
Officers, Spouses, and Families
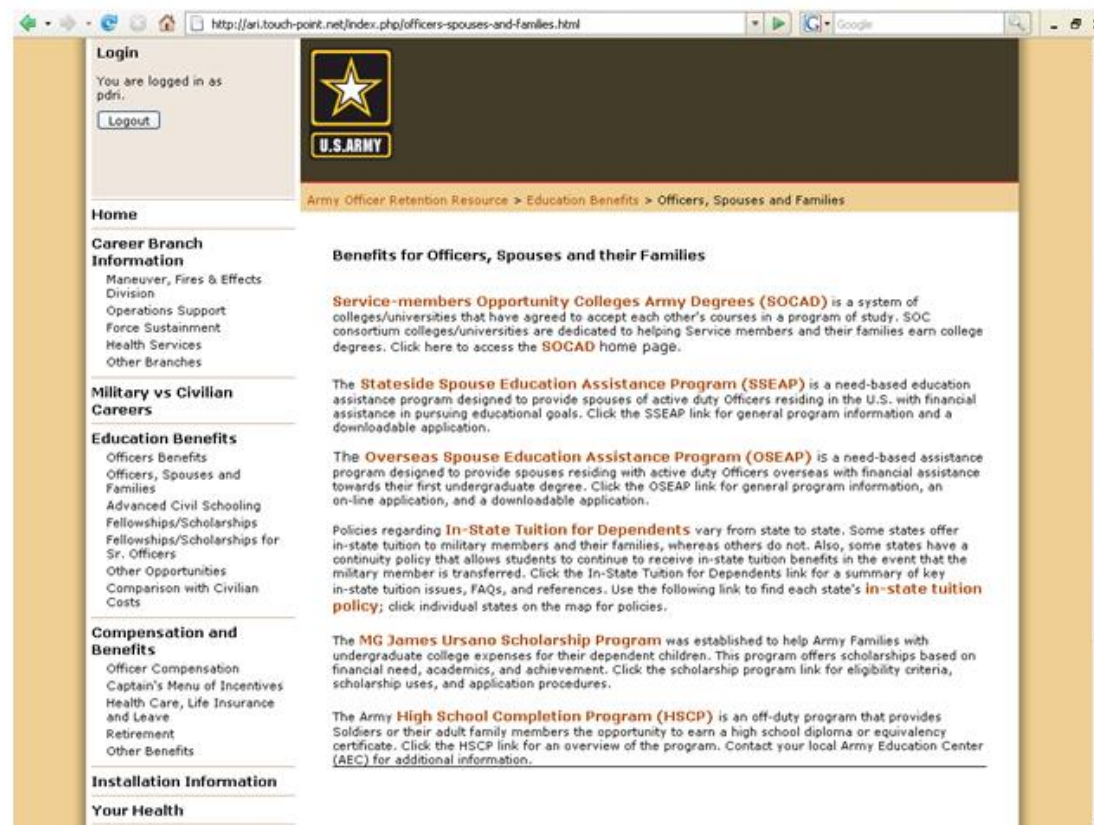
Compensation and Benefits: Home Page (Partial)

Login

You are logged in as pdri.

[Logout]

Home

Career Branch Information
- Maneuver, Fires & Effects Division
- Operations Support
- Force Sustainment
- Health Services
- Other Branches

Military vs Civilian Careers

Education Benefits
- Officers Benefits
- Officers, Spouses and Families
- Advanced Civil Schooling
- Fellowships/Scholarships
- Fellowships/Scholarships for Sr. Officers
- Other Opportunities
- Comparison with Civilian Costs

Compensation and Benefits
- Officer Compensation
- Captain's Menu of Incentives
- Health Care, Life Insurance and Leave
- Retirement
- Other Benefits

Installation Information

Your Health

Army Officer Retention Resource > Compensation and Benefits

Compensation and Benefits Home Page

This page provides an overview of the compensation and benefits that are available for Officers, their spouses, and their family members.

- If you are interested in a comprehensive picture of the benefits offered by the Army, you may want to look through this alphabetized **Index of Benefits.** Note that other pages on this site can help you review benefits by category (e.g., pay, family services), life event (e.g., deployment, recreation), or state/territory.

- If you have questions about a specific kind of benefit, you may find it helpful to review and use the links contained in the Compensation & Benefits sub-folders on this site. The rest of this page provides a brief description of the information covered in those web pages.

Officer Compensation
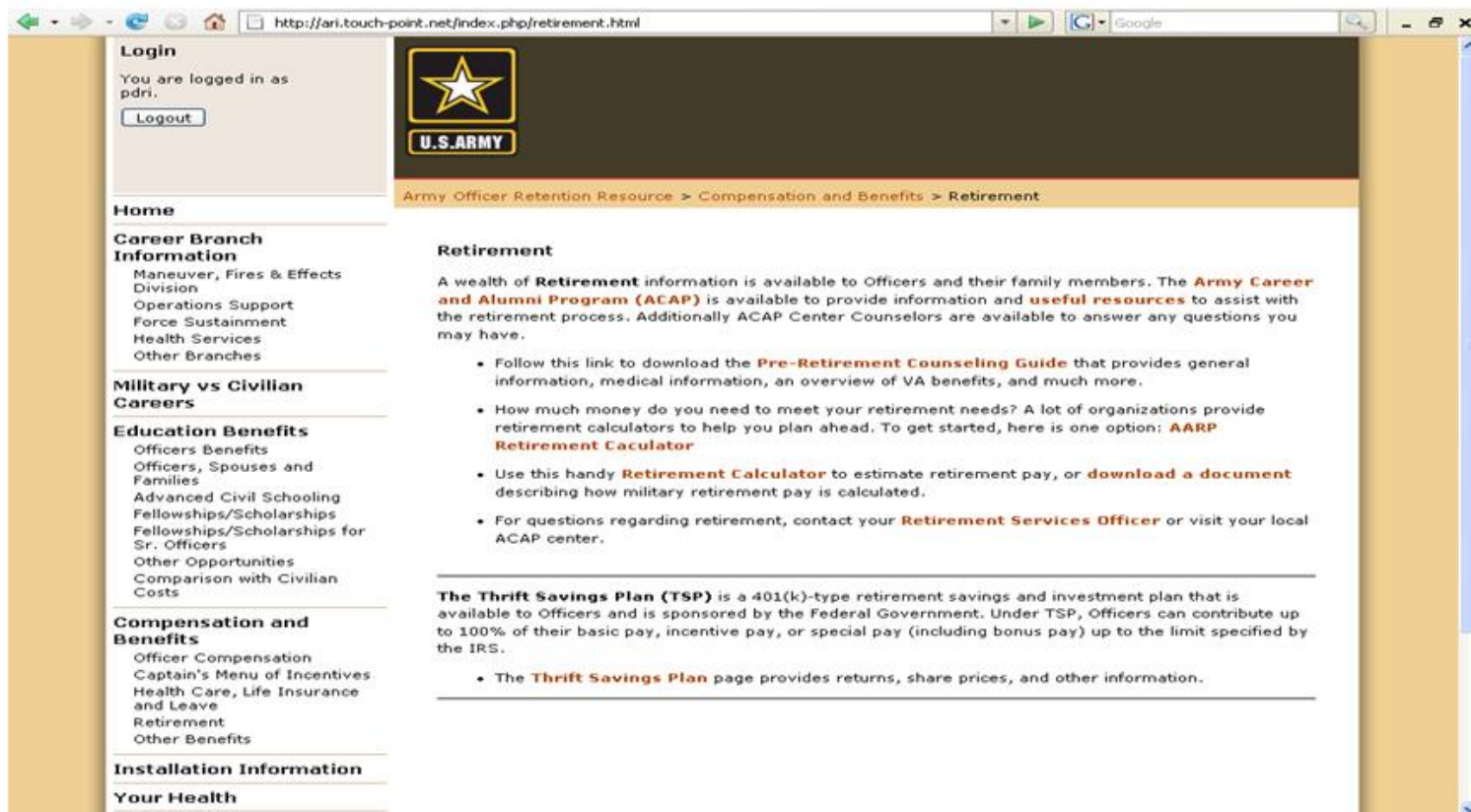
Officer Compensation including the allocation and types of compensation, and other useful compensation-related links including:

- Total Compensation
- Allowances
- Basic Pay
- Combat Zone Tax Exclusion
- Special/Incentive Pay
- Drill Pay

Captain's Menu of Incentives

Captain's Menu of Incentives including program specifics, a full menu of available incentives, eligibility

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Compensation and Benefits: Retirement Page

Installation Information: Home Page

Your Health:
Home Page (Top)

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Your Health:
Home Page (Bottom)

- **Combat Stress:** shares information and advice about preventing, recognizing, and relieving combat stress.

- Additional information and resources related to stress management can be found in the **Deployment** section of this website.

Professional Assistance

Sometimes the unique demands of military service can lead to personal challenges that are difficult to resolve. Ongoing feelings of stress, anxiety, watchfulness, and worthlessness are signs that it may be helpful to consult a trained professional who can provide expert advice and assistance.

- **Self-Help Assessments** can help you determine if your symptoms are consistent with common conditions or concerns, such as anxiety, depression, addiction, or post-traumatic stress disorder (PTSD), that would benefit from further evaluation by a professional.
- **Anxiety** and **panic:** from the Walter Reed Army Medical Center describe the symptoms, causes, and treatment of two of the most common mental health conditions in the U.S.
- **Courage to Care:** from Uniformed Services University of the Health Sciences describes the symptoms of and resources to combat depression, one of the most common and treatable mental health conditions. Untreated depression is the primary cause of suicide. Additional information and resources to **prevent suicide** are offered by Hooah 4 Health.

The National Suicide Prevention Lifeline also provides service to veterans in crisis. Call 1-800-273-TALK (8255) and press 1 to be connected immediately to VA suicide prevention and mental health service professionals.

- **Addiction** from Military OneSource offers information and assistance about drinking, substance abuse, compulsive gambling, and other addictions that can make officers feel out of control of their own lives.
- The **Post Traumatic Stress Disorder (PTSD) Information Center** and **Army Behavioral Health** present in-depth information and references on PTSD and traumatic stress. Click on the heading and choose the Army branch of the military to access this information.

Other Resources

- **Army Behavioral Health:** provides information and resources for officers and their families about a variety of mental health related issues, including deployment challenges, stress management, PTSD, and suicide.

- **American Psychological Association:** website allows you to search by topic for resources, such as articles, books, tip sheets, and more.

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Deployment: Home Page (Partial)

http://ari.touch-point.net/index.php/deployment.html | Google

Information
Maneuver, Fires & Effects Division
Operations Support
Force Sustainment
Health Services
Other Branches

Military vs Civilian Careers

Education Benefits
Officers Benefits
Officers, Spouses and Families
Advanced Civil Schooling
Fellowships/Scholarships
Fellowships/Scholarships for Sr. Officers
Other Opportunities
Comparison with Civilian Costs

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Post-Deployment

Family
Family and Spouse Support
Spouse Careers
Making a Move
Children
Other Family Resources

Deployment Home Page

This part of the website focuses on topics related to deployment. The deployment cycle often is divided into three stages: pre-deployment, deployment, and post deployment. Sometimes the deployment stage is further divided into deployment, sustainment, and redeployment phases.

These websites provide information and resources for all phases of deployment:

- **Deployment Health and Family Readiness Library** has a searchable database of articles on many deployment issues.
- **Hooah 4 Health** discusses the typical emotional reactions experienced by soldiers, their spouses, and children at each stage of deployment,
- **American Academy of Pediatrics** has recommendations for helping children of all ages adjust to the three phases of deployment.

If you would like to know more about any phase of deployment, click on the relevant links below for more detailed content.

Pre-Deployment

Pre-Deployment information including:

- Working with Family Members to Prepare for Deployment
- Preparing for Combat
- The Service Members Civil Relief Act

Deployment/Sustainment/Re-deployment

Useful information on **Deployment/Sustainment/Re-deployment** including:

- Family Adjustment
- Combat Stress
- Health Concerns

Post-Deployment

Information on **Post-Deployment**. The content includes:

- Connecting with Your Family
- Post-Deployment Health
- Wounded Warrior Program

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Deployment:
Pre-Deployment Page

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Family Page:
Home (Partial)

http://ari.touch-point.net/index.php/family.html

Career Branch Information
- Maneuver, Fires & Effects Division
- Operations Support
- Force Sustainment
- Health Services
- Other Branches

Military vs Civilian Careers

Education Benefits
- Officers Benefits
- Officers, Spouses and Families
- Advanced Civil Schooling
- Fellowships/Scholarships
- Fellowships/Scholarships for Sr. Officers
- Other Opportunities
- Comparison with Civilian Costs

Compensation and Benefits
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- Other Family Resources

Family Home Page

This section of the website provides a virtual directory of family information and programs that are available for Army officers, their spouses, and their family members.

If you would like to know more about any topic, follow the relevant links to more detailed content.

Family and Spouse Support

Family and Spouse Support including:

- Being a Military Spouse
- Marriage Tips
- Handling Divorce
- Raising a Military Family
- Family Support Groups
- Families with Special Needs

Spouse Careers

Spouse Careers includes:

- Job Training
- Job Searching
- Dual Military Careers

Making a Move

Find information on **Making a Move** including:

- Online Relocation Tools
- Installation and City Information
- Living Overseas
- Moving Your Family

Children

Resources related to Children including:

- Childcare
- Education
- Kids' Activities

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Family:
Family and Spouse Support (Partial)

http://ari.touch-point.net/index.php/family-and-spouse-support.html

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Family and Spouse Support

The Army is committed to your family. This page presents information and resources to promote the well-being of Army spouses and families.

Being a Military Spouse

- **Military Spouse's Handbook** : from the U.S. Army Sergeants Major Academy is addressed to spouses of NCOs; however, any new spouse or family member will benefit from reviewing this handbook, which includes information on assistance organizations, handling common challenges, military customs and military jargon.
- **Spouse Buzz** : is a virtual Spouse Support Group where you can instantly connect with thousands of other military spouses.
- **Amazon Listmania** : Books for Military Spouses : one military spouse's list of recommended reading for military spouses. The list includes advice for military wives, guides about marriage, books on being deployed, and more.

Marriage Tips

- **Military Weddings and Honeymoons** : offers advice on handling the logistics of getting married, covering a wide range of topics from how to time your marriage to maximize your benefits to tips on planning your honeymoon.
- **Building a Positive Relationship with your Spouse** : provides tips on keeping your relationship fresh, strong, and close.
- **National Healthy Marriage Resource Center** : presents advice on how to keep your marriage strong.
- **Becoming a Couple Again** : from the Uniformed Services University provides advice on reuniting after deployment.

Handling Divorce

- **Armed Forces Legal Assistance** : offers resources to obtain legal support specializing in Family Law.
- **Military Divorce and Separation** : provides a legal overview and guidelines on how to garner support.
- **Coping with Divorce** and **Co-parenting after Divorce** : provide ideas and resources for helping you and your children cope with divorce.

Raising a Military Family

Appendix B

PRE Survey

LINKING INFORMATION

We want to protect your anonymity, but we must have some way of linking your responses to this survey with a follow-up survey we will administer later. Therefore, please answer the following questions to create a unique numeric identifier for yourself.

Please indicate the month and day of your <u>mother's</u> birthday (e.g., February 7 would be listed as 0207). If unknown, enter 0000.

Month: ⓪ ①   Day: ⓪ ① ② ③
        ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Please indicate the month and day of your <u>father's</u> birthday. If unknown, enter 0000.

Month: ⓪ ①   Day: ⓪ ① ② ③
        ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Please indicate the year you graduated from high school (or received your GED).

Year: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
        ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
        ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
        ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

CURRENT ASSIGNMENT

1. **To what kind of unit are you currently assigned?**
    - O   Combat Arms (CA) (TOE units only)
    - O   Combat Support (CS) (TOE units only)
    - O   Combat Service Support (CSS) (TOE units only)
    - O   Joint Command
    - O   Allied/Multinational Command
    - O   Institutional Command (TDA units only)
    - O   Other Command (TDA units)
    - O   Does not apply; I am currently in school.
    - O   Do not know

How satisfied are you with the following?

		Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
2.	Your geographic location	☐	☐	☐	☐	☐
3.	Your post	☐	☐	☐	☐	☐
4.	Your Branch	☐	☐	☐	☐	☐
5.	Your assignment	☐	☐	☐	☐	☐

6. **How many times have you been deployed for Operation Iraqi Freedom and/or Operation Enduring Freedom (OIF/OEF)?**
    - O   0
    - O   1
    - O   2
    - O   3
    - O   4+

7. **How many total months were you/have you been deployed for OIF/OEF?**
    - O   Less than one month

    Number of months: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    　　　　　　　　　　 ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

How strongly do you agree or disagree with the following statements?

		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
8.	It is difficult to balance the demands of my Army job with my personal/family life.	☐	☐	☐	☐	☐
9.	When someone criticizes the Army, it feels like a personal insult.	☐	☐	☐	☐	☐
10.	I am very interested in what others think about the Army.	☐	☐	☐	☐	☐
11.	When I talk about the Army, I usually say "we" rather than "they."	☐	☐	☐	☐	☐
12.	This Army's successes are my successes.	☐	☐	☐	☐	☐
13.	When someone praises the Army, it feels like a personal compliment.	☐	☐	☐	☐	☐
14.	If a story in the media criticized the Army, I would feel embarrassed.	☐	☐	☐	☐	☐
15.	The Army has a great deal of personal meaning for me.	☐	☐	☐	☐	☐
16.	I do not feel "emotionally attached" to the Army.	☐	☐	☐	☐	☐
17.	I do not feel a strong sense of belonging in the Army.	☐	☐	☐	☐	☐
18.	I do not feel like "part of the family" in the Army.	☐	☐	☐	☐	☐
19.	I am not afraid of what might happen if I quit the Army without another job lined up.	☐	☐	☐	☐	☐
20.	Too much of my life would be disrupted if I decided I wanted to leave the Army now.	☐	☐	☐	☐	☐
21.	It would be too costly for me to leave the Army in the near future.	☐	☐	☐	☐	☐
22.	One of the problems with leaving the Army would be the lack of available alternatives.	☐	☐	☐	☐	☐
23.	I would feel guilty if I left the Army.	☐	☐	☐	☐	☐
24.	I would not leave the Army right now because I have a sense of obligation to the people in it.	☐	☐	☐	☐	☐
25.	If I left the Army, I would feel like I let my country down.	☐	☐	☐	☐	☐
26.	I frequently think about leaving the Army.	☐	☐	☐	☐	☐
27.	I often question whether I should stay in the Army.	☐	☐	☐	☐	☐

How would you describe the status of the following at the present time?

		Excellent	Very Good	Good	Fair	Poor	Not Applicable
28.	Your basic pay	☐	☐	☐	☐	☐	
29.	Your special pay	☐	☐	☐	☐	☐	
30.	Your retirement benefits	☐	☐	☐	☐	☐	
31.	Your medical and dental benefits	☐	☐	☐	☐	☐	
32.	Your access to government housing	☐	☐	☐	☐	☐	
33.	Your life insurance	☐	☐	☐	☐	☐	
34.	Your physical health	☐	☐	☐	☐	☐	
35.	Your mental health	☐	☐	☐	☐	☐	
36.	Your current level of morale	☐	☐	☐	☐	☐	
37.	Educational benefits for your family members	☐	☐	☐	☐	☐	☐
38.	Army support for spouse career/work opportunities	☐	☐	☐	☐	☐	☐
39.	Army-sponsored family programs	☐	☐	☐	☐	☐	☐
40.	Pre-deployment support programs	☐	☐	☐	☐	☐	
41.	Post-deployment support programs	☐	☐	☐	☐	☐	
42.	Your knowledge of your work responsibilities	☐	☐	☐	☐	☐	
43.	Your understanding of what is expected of you	☐	☐	☐	☐	☐	
44.	The clarity of your work role	☐	☐	☐	☐	☐	
45.	The camaraderie in your unit	☐	☐	☐	☐	☐	
46.	The level of teamwork in your unit	☐	☐	☐	☐	☐	
47.	The current level of morale in your unit	☐	☐	☐	☐	☐	
48.	Your opportunities to do work that matches your skills and interests	☐	☐	☐	☐	☐	
49.	Your <u>military</u> educational opportunities	☐	☐	☐	☐	☐	
50.	Your <u>civilian</u> educational opportunities	☐	☐	☐	☐	☐	
51.	Your opportunities to attend Army training courses	☐	☐	☐	☐	☐	
52.	Your access to distance learning courses	☐	☐	☐	☐	☐	
53.	Your access to leader development opportunities	☐	☐	☐	☐	☐	
54.	Your access to assignments that will make you competitive for promotions	☐	☐	☐	☐	☐	

		Excellent	Very Good	Good	Fair	Poor
55.	Your opportunities to serve as platoon leader	☐	☐	☐	☐	☐
56.	Your opportunities for company-level command	☐	☐	☐	☐	☐
57.	Your promotion opportunities	☐	☐	☐	☐	☐
58.	Your access to tools and resources that provide career development guidance	☐	☐	☐	☐	☐
59.	Support from the Army to achieve your career goals	☐	☐	☐	☐	☐
60.	Your prospects for a successful career as an officer	☐	☐	☐	☐	☐
61.	Your ability to get a civilian job if you wanted to leave the Army	☐	☐	☐	☐	☐

Please rate your agreement with the following.

		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
62.	The Army really cares about my well-being.	☐	☐	☐	☐	☐
63.	The Army strongly considers my goals and values.	☐	☐	☐	☐	☐
64.	The Army shows little concern for me.	☐	☐	☐	☐	☐
65.	Help is available from the Army when I have a problem.	☐	☐	☐	☐	☐
66.	I am satisfied with the success I have achieved in my career.	☐	☐	☐	☐	☐
67.	I am satisfied with the progress I have made toward meeting my overall career goals.	☐	☐	☐	☐	☐
68.	I am satisfied with the progress I have made toward meeting my goals for income.	☐	☐	☐	☐	☐
69.	I am satisfied with the progress I have made toward meeting my goals for advancement.	☐	☐	☐	☐	☐
70.	I am satisfied with the progress I have made toward meeting my goals for the development of new skills.	☐	☐	☐	☐	☐

How strongly do you agree or disagree with the following statements?

		Strongly Agree	Agree	Slightly Agree	Neither Agree Nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable
71.	In most ways my life is close to my ideal.	☐	☐	☐	☐	☐	☐	☐	
72.	The conditions of my life are excellent.	☐	☐	☐	☐	☐	☐	☐	
73.	I am satisfied with my life.	☐	☐	☐	☐	☐	☐	☐	
74.	So far I have gotten the important things I want in life.	☐	☐	☐	☐	☐	☐	☐	
75.	If I could live my life over, I would change almost nothing.	☐	☐	☐	☐	☐	☐	☐	
76.	In general, I am happy with my personal life.	☐	☐	☐	☐	☐	☐	☐	
77.	I am satisfied with my leisure activities.	☐	☐	☐	☐	☐	☐	☐	
78.	I enjoy what I do with my personal time	☐	☐	☐	☐	☐	☐	☐	
79.	In general, I feel happy with how things are going in my family.	☐	☐	☐	☐	☐	☐	☐	☐
80.	I enjoy the time I spend with my family.	☐	☐	☐	☐	☐	☐	☐	☐
81.	I am satisfied with my family life	☐	☐	☐	☐	☐	☐	☐	☐

FAMILY MATTERS

82. What is your current marital status?
- O Married
- O Legally separated or filing for divorce
- O Single, never married
- O Divorced
- O Widowed

83. Are you now engaged or significantly involved in a relationship with someone? (In other words, is there an important girlfriend/boyfriend in your life right now?)
- O Does not apply; I am currently married
- O Yes
- O No

84. Is your spouse/girlfriend/boyfriend currently:
- O Not applicable; I do not have a spouse or girl/boyfriend
- O Serving in the US Armed Forces
- O Working a full-time civilian job
- O Working a part-time civilian job
- O Looking for work
- O Not looking for work but would like to work
- O Not working and does not want to work now
- O Other

85. Do you have any dependent children?
- O Yes
- O No

86. How supportive is your spouse/girlfriend/boyfriend of your continuing in the Army beyond your current service obligation?
- O Not applicable; I do not have a spouse or girl/boyfriend
- O Very supportive
- O Fairly supportive
- O Mixed or neutral
- O Fairly unsupportive
- O Very unsupportive

87. How supportive is your spouse/girlfriend/boyfriend of your continuing in the Army as a career?
- O Not applicable; I do not have a spouse or girl/boyfriend
- O Very supportive
- O Fairly supportive
- O Mixed or neutral
- O Fairly unsupportive
- O Very unsupportive

88. How satisfied are you with the support and concern the Army has for you?
O Very Satisfied
O Satisfied
O Neutral
O Dissatisfied
O Very dissatisfied

89. How satisfied are you with the support and concern the Army has for your family?
O Not applicable; I do not have dependent family members
O Very Satisfied
O Satisfied
O Neutral
O Dissatisfied
O Very dissatisfied

90. Overall, how satisfied is your spouse/girlfriend/boyfriend with the Army as a way of life?
O Not applicable; I do not have a spouse or girl/boyfriend
O Very Satisfied
O Satisfied
O Neutral
O Dissatisfied
O Very dissatisfied

91. Overall, how satisfied is your spouse/girlfriend/boyfriend with his or her employment opportunities?
O Not applicable; I do not have a spouse or girl/boyfriend
O Very Satisfied
O Satisfied
O Neutral
O Dissatisfied
O Very dissatisfied

92. In general, how well has your family adjusted to the demands of being an "Army family"?
O Not applicable; I do not have dependent family members
O Extremely Well
O Well
O Neither
O Badly
O Extremely Badly

93. In what year were you born?

19 |___| ⑤ ⑥ ⑦ ⑧ ⑨
|___| ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

94. Are you male or female?
- O Male
- O Female

95. Are you of Hispanic, Latino, or Spanish origin or ancestry (of any race)?
- O No, not Hispanic/Latino/Spanish
- O Yes, Chicano, Cuban, Mexican, Mexican American, Puerto Rican, or other Hispanic/Latino/Spanish

96. What is your race? MARK ALL THAT APPLY.
- O American Indian or Alaska Native (e.g., Eskimo, Aleut)
- O Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
- O Black or African American
- O Native Hawaiian or other Pacific Islander (e.g., Samoan, Guamanian, Chamorro)
- O White

97. What is the highest level of education you have completed?
- O Some college
- O Bachelor's degree
- O Some graduate school credits
- O Master's degree or equivalent
- O Doctorate or professional degree, such as MD, DDS, or JD

98. What is your current status?
- O Active Army   O National Guard
- O Army Reserve   O Active Guard Reserve

99. What is your current grade (rank)?
- O 2LT
- O 1LT
- O CPT
- O Other (please specify): _____

100. What was the source of your commission?
- O OCS – In-service option (traditional)
- O OCS – Enlistment option (completed 4 year college degree)
- O ROTC scholarship (1-3 years)
- O ROTC scholarship (4 years)
- O ROTC non-scholarship
- O USMA
- O Direct Appointment
- O Other (please specify): _____

101. What is your current Branch?

O Infantry   O Military Intelligence
O Field Artillery   O Air Defense Artillery
O Adjutant General   O Armor
O Chemical   O Engineer
O Transportation   O Signal
O Ordnance   O Military Police
O Quartermaster   O Aviation
O Finance   O Other (please specify): _____

102. How many years of Active Federal Military Service (AFMS) and/or Reserve service have you completed?

O Total years of <u>Active</u> component service: _____
O Total years of <u>Reserve</u> component service: _____

103. How many years do you have left on your current obligation?

O Does not apply; I am in indefinite status.
O Less than 1 year.
    Years: |___| ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

104. When you first entered the Army, what were your Army career plans?
  O   I was undecided about my Army career plans.
  O   Complete my initial obligation and then leave.
  O   Stay beyond my initial obligation, but not necessarily until eligible for retirement.
  O   Stay until eligible for retirement (or beyond).

105. Which of the following best describes your current active duty career intentions?
  MARK ONE.
  O   Does not apply; I am currently mobilized from the Reserve component to serve on active duty.
  O   I plan to stay in the Army beyond 20 years.
  O   I plan to stay in the Army until retirement (e.g., 20 years or when eligible to retire).
  O   I plan to stay in the Army beyond my obligation, but am undecided about staying until retirement.
  O   I am undecided whether I will stay in the Army upon completion of my obligation.
  O   I will probably leave the Army upon completion of my obligation.
  O   I will definitely leave the Army upon completion of my obligation.

THANK YOU FOR YOUR SERVICE
AND FOR YOUR CONTRIBUTION TO THIS PROJECT

Appendix C

Website Evaluation Two-Month Follow-Up Survey

This appendix contains the paper-and-pencil version of a survey that was administered online.

Project STAY
Officer Retention: Part C
Two-Month Follow-Up Survey – Website

LINKING INFORMATION

The following questions will allow us to protect your anonymity while still linking your responses to this survey with the survey you completed about two months ago. Please answer the following questions in the same way that you answered them on the previous survey.

Please indicate the month and day of your <u>mother's</u> birthday (e.g., February 7 would be listed as 0207). If unknown, enter 0000.

Month: ⓪ ①   Day: ⓪ ① ② ③
              ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Please indicate the month and day of your <u>father's</u> birthday. If unknown, enter 0000.

Month: ⓪ ①   Day: ⓪ ① ② ③
              ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Please indicate the year you graduated from high school (or received your GED).

Year: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
         ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
         ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
         ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Where did you participate in the website orientation session about two months ago?
- O Fort Benning
- O Fort Gordon
- O Fort Hood
- O Fort Leonard Wood

ARMY LIFE

How strongly do you agree or disagree with the following statements?

		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1.	It is difficult to balance the demands of my Army job with my personal/family life.	☐	☐	☐	☐	☐
2.	When someone criticizes the Army, it feels like a personal insult.	☐	☐	☐	☐	☐
3.	I am very interested in what others think about the Army.	☐	☐	☐	☐	☐
4.	When I talk about the Army, I usually say "we" rather than "they."	☐	☐	☐	☐	☐
5.	This Army's successes are my successes.	☐	☐	☐	☐	☐
6.	When someone praises the Army, it feels like a personal compliment.	☐	☐	☐	☐	☐
7.	If a story in the media criticized the Army, I would feel embarrassed.	☐	☐	☐	☐	☐
8.	The Army has a great deal of personal meaning for me.	☐	☐	☐	☐	☐
9.	I do not feel "emotionally attached" to the Army.	☐	☐	☐	☐	☐
10.	I do not feel a strong sense of belonging in the Army.	☐	☐	☐	☐	☐
11.	I do not feel like "part of the family" in the Army.	☐	☐	☐	☐	☐
12.	I am not afraid of what might happen if I quit the Army without another job lined up.	☐	☐	☐	☐	☐
13.	Too much of my life would be disrupted if I decided I wanted to leave the Army now.	☐	☐	☐	☐	☐
14.	It would be too costly for me to leave the Army in the near future.	☐	☐	☐	☐	☐
15.	One of the problems with leaving the Army would be the lack of available alternatives.	☐	☐	☐	☐	☐
16.	I would feel guilty if I left the Army.	☐	☐	☐	☐	☐
17.	I would not leave the Army right now because I have a sense of obligation to the people in it.	☐	☐	☐	☐	☐
18.	If I left the Army, I would feel like I let my country down.	☐	☐	☐	☐	☐
19.	I frequently think about leaving the Army.	☐	☐	☐	☐	☐
20.	I often question whether I should stay in the Army.	☐	☐	☐	☐	☐

How would you describe the status of the following at the present time?

		Excellent	Very Good	Good	Fair	Poor	Not Applicable
21.	Your basic pay	☐	☐	☐	☐	☐	
22.	Your special pay	☐	☐	☐	☐	☐	
23.	Your retirement benefits	☐	☐	☐	☐	☐	
24.	Your medical and dental benefits	☐	☐	☐	☐	☐	
25.	Your access to government housing	☐	☐	☐	☐	☐	
26.	Your life insurance	☐	☐	☐	☐	☐	
27.	Your physical health	☐	☐	☐	☐	☐	
28.	Your mental health	☐	☐	☐	☐	☐	
29.	Your current level of morale	☐	☐	☐	☐	☐	
30.	Educational benefits for your family members	☐	☐	☐	☐	☐	☐
31.	Army support for spouse career/work opportunities	☐	☐	☐	☐	☐	☐
32.	Army-sponsored family programs	☐	☐	☐	☐	☐	☐
33.	Pre-deployment support programs	☐	☐	☐	☐	☐	
34.	Post-deployment support programs	☐	☐	☐	☐	☐	
35.	Your knowledge of your work responsibilities	☐	☐	☐	☐	☐	
36.	Your understanding of what is expected of you	☐	☐	☐	☐	☐	
37.	The clarity of your work role	☐	☐	☐	☐	☐	
38.	The camaraderie in your unit	☐	☐	☐	☐	☐	
39.	The level of teamwork in your unit	☐	☐	☐	☐	☐	
40.	The current level of morale in your unit	☐	☐	☐	☐	☐	
41.	Your opportunities to do work that matches your skills and interests	☐	☐	☐	☐	☐	
42.	Your <u>military</u> educational opportunities	☐	☐	☐	☐	☐	
43.	Your <u>civilian</u> educational opportunities	☐	☐	☐	☐	☐	
44.	Your opportunities to attend Army training courses	☐	☐	☐	☐	☐	
45.	Your access to distance learning courses	☐	☐	☐	☐	☐	
46.	Your access to leader development opportunities	☐	☐	☐	☐	☐	
47.	Your access to assignments that will make you competitive for promotions	☐	☐	☐	☐	☐	

	Excellent	Very Good	Good	Fair	Poor
48. Your opportunities to serve as platoon leader	☐	☐	☐	☐	☐
49. Your opportunities for company-level command	☐	☐	☐	☐	☐
50. Your promotion opportunities	☐	☐	☐	☐	☐
51. Your access to tools and resources that provide career development guidance	☐	☐	☐	☐	☐
52. Support from the Army to achieve your career goals	☐	☐	☐	☐	☐
53. Your prospects for a successful career as an officer	☐	☐	☐	☐	☐
54. Your ability to get a civilian job if you wanted to leave the Army	☐	☐	☐	☐	☐

Please rate your agreement with the following.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
55. The Army really cares about my well-being	☐	☐	☐	☐	☐
56. The Army strongly considers my goals and values	☐	☐	☐	☐	☐
57. The Army shows little concern for me	☐	☐	☐	☐	☐
58. Help is available from the Army when I have a problem	☐	☐	☐	☐	☐
59. I am satisfied with the success I have achieved in my career	☐	☐	☐	☐	☐
60. I am satisfied with the progress I have made toward meeting my overall career goals	☐	☐	☐	☐	☐
61. I am satisfied with the progress I have made toward meeting my goals for income	☐	☐	☐	☐	☐
62. I am satisfied with the progress I have made toward meeting my goals for advancement	☐	☐	☐	☐	☐
63. I am satisfied with the progress I have made toward meeting my goals for the development of new skills	☐	☐	☐	☐	☐

How strongly do you agree or disagree with the following statements?

		Strongly Agree	Agree	Slightly Agree	Neither Agree Nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable
64.	In most ways my life is close to my ideal.	☐	☐	☐	☐	☐	☐	☐	
65.	The conditions of my life are excellent.	☐	☐	☐	☐	☐	☐	☐	
66.	I am satisfied with my life.	☐	☐	☐	☐	☐	☐	☐	
67.	So far I have gotten the important things I want in life.	☐	☐	☐	☐	☐	☐	☐	
68.	If I could live my life over, I would change almost nothing.	☐	☐	☐	☐	☐	☐	☐	
69.	In general, I am happy with my personal life.	☐	☐	☐	☐	☐	☐	☐	
70.	I am satisfied with my leisure activities.	☐	☐	☐	☐	☐	☐	☐	
71.	I enjoy what I do with my personal time	☐	☐	☐	☐	☐	☐	☐	
72.	In general, I feel happy with how things are going in my family.	☐	☐	☐	☐	☐	☐	☐	☐
73.	I enjoy the time I spend with my family.	☐	☐	☐	☐	☐	☐	☐	☐
74.	I am satisfied with my family life	☐	☐	☐	☐	☐	☐	☐	☐

FAMILY MATTERS

75. How supportive is your spouse/girlfriend/boyfriend of your continuing in the Army beyond your current service obligation?
- O   Not applicable; I do not have a spouse or girl/boyfriend
- O   Very supportive
- O   Fairly supportive
- O   Mixed or neutral
- O   Fairly unsupportive
- O   Very unsupportive

76. How supportive is your spouse/girlfriend/boyfriend of your continuing in the Army as a career?
- O   Not applicable; I do not have a spouse or girl/boyfriend
- O   Very supportive
- O   Fairly supportive
- O   Mixed or neutral
- O   Fairly unsupportive
- O   Very unsupportive

77. How satisfied are you with the support and concern the Army has for you?
- O Very Satisfied
- O Satisfied
- O Neutral
- O Dissatisfied
- O Very dissatisfied

78. How satisfied are you with the support and concern the Army has for your family?
- O Not applicable; I do not have dependent family members
- O Very Satisfied
- O Satisfied
- O Neutral
- O Dissatisfied
- O Very dissatisfied

79. Overall, how satisfied is your spouse/girlfriend/boyfriend with the Army as a way of life?
- O   Not applicable; I do not have a spouse or girl/boyfriend
- O   Very Satisfied
- O   Satisfied
- O   Neutral
- O   Dissatisfied
- O Very dissatisfied

80. Overall, how satisfied is your spouse/girlfriend/boyfriend with his or her employment opportunities?
- O Not applicable; I do not have a spouse or girl/boyfriend
- O Very Satisfied
- O Satisfied
- O Neutral
- O Dissatisfied
- O Very dissatisfied

81. In general, how well has your family adjusted to the demands of being an "Army family"?
- O Not applicable; I do not have dependent family members
- O Extremely Well
- O Well
- O Neither
- O Badly
- O Extremely Badly

CAREER INTENTIONS

82. Which of the following best describes your current active duty career intentions? MARK ONE.
- O Does not apply; I am currently mobilized from the Reserve component to serve on active duty.
- O I plan to stay in the Army beyond 20 years.
- O I plan to stay in the Army until retirement (e.g., 20 years or when eligible to retire).
- O I plan to stay in the Army beyond my obligation, but am undecided about staying until retirement.
- O I am undecided whether I will stay in the Army upon completion of my obligation.
- O I will probably leave the Army upon completion of my obligation.
- O I will definitely leave the Army upon completion of my obligation.

CHANGES

Please indicate whether the following have changed <u>over the past two months</u>.

		Yes: changed	**No: same**
83.	Your post	☐	☐
84.	Your Branch	☐	☐
85.	Your assignment	☐	☐
86.	Your grade (rank)	☐	☐
87.	You have been/are being sent to training	☐	☐
88.	You have been/are being deployed	☐	☐
89.	A major relationship change (e.g., marriage)	☐	☐
90.	Your number of dependents	☐	☐

If you indicated any changes, please describe them in the space below.

WEBSITE USE

In the past two months, how often have you done the following?

		Never	Once	2-3 times	4+ times	Not Applicable
91.	Visited the retention website	☐	☐	☐	☐	
92.	Discussed content from the retention website with your commander	☐	☐	☐	☐	
93.	Discussed content from the retention website with your peers	☐	☐	☐	☐	
94.	Discussed content from the retention website with your subordinates	☐	☐	☐	☐	
95.	Discussed content from the retention website with your family/spouse	☐	☐	☐	☐	☐

Based on your use of the website, how strongly do you agree or disagree with the following statements?

The website presented information...		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable
96.	Relevant to my personal well-being	☐	☐	☐	☐	☐	
97.	Relevant to the well-being of my family	☐	☐	☐	☐	☐	☐
98.	Relevant to my success as an Army officer	☐	☐	☐	☐	☐	
99.	Relevant to my decision to remain in the Army	☐	☐	☐	☐	☐	
100.	That is difficult to find elsewhere on the internet	☐	☐	☐	☐	☐	
101.	That was well-organized.	☐	☐	☐	☐	☐	
102.	That was easy to navigate.	☐	☐	☐	☐	☐	

After exploring the website...	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable
103. The information clarified at least one misconception I had about Army life.	☐	☐	☐	☐	☐	
104. I learned about educational opportunities that are appropriate for my career goals.	☐	☐	☐	☐	☐	
105. I am taking new action to achieve my career goals.	☐	☐	☐	☐	☐	
106. I learned about new opportunities/benefits for my family.	☐	☐	☐	☐	☐	☐
107. I am taking advantage of new opportunities/benefits for my family.	☐	☐	☐	☐	☐	☐
108. I would like my family/spouse to visit the website.	☐	☐	☐	☐	☐	☐
109. I am more likely to consider staying in the Army past my current service obligation.	☐	☐	☐	☐	☐	
110. I am more likely to consider staying in the Army through retirement.	☐	☐	☐	☐	☐	
111. I am less attracted to joining a civilian work organization.	☐	☐	☐	☐	☐	
112. My morale is higher.	☐	☐	☐	☐	☐	

What 3 things would you change to improve the retention website?

**THANK YOU FOR YOUR SERVICE
AND FOR YOUR CONTRIBUTION TO THIS PROJECT**